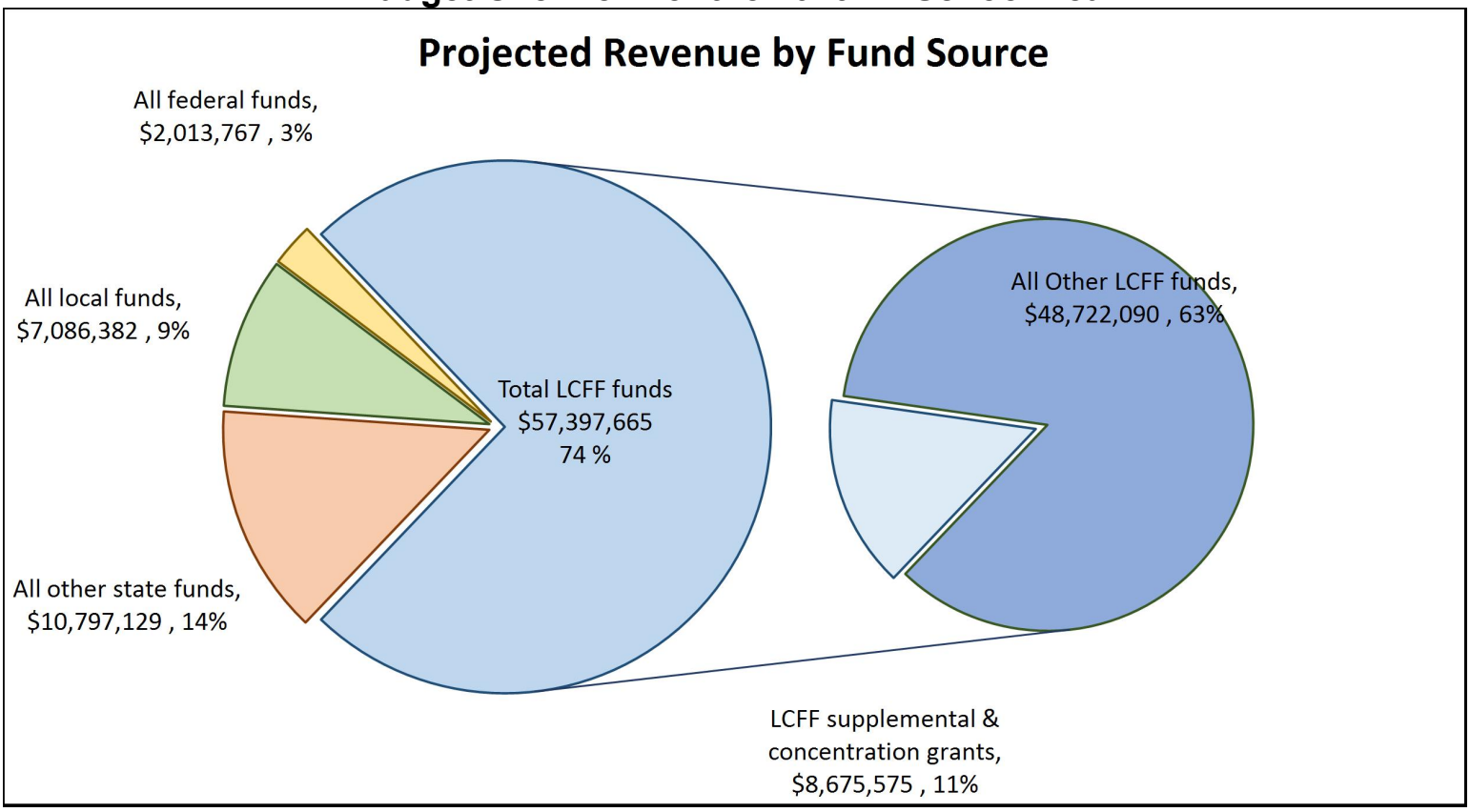
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orcutt Union School District
CDS Code: 42 69260 0000000
School Year: 2026-27
LEA contact information:
Julie Kozel
Assistant Superintendent, Educational Services
jkozel@orcutt-schools.net
805-938-8930

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 2026-27 School Year

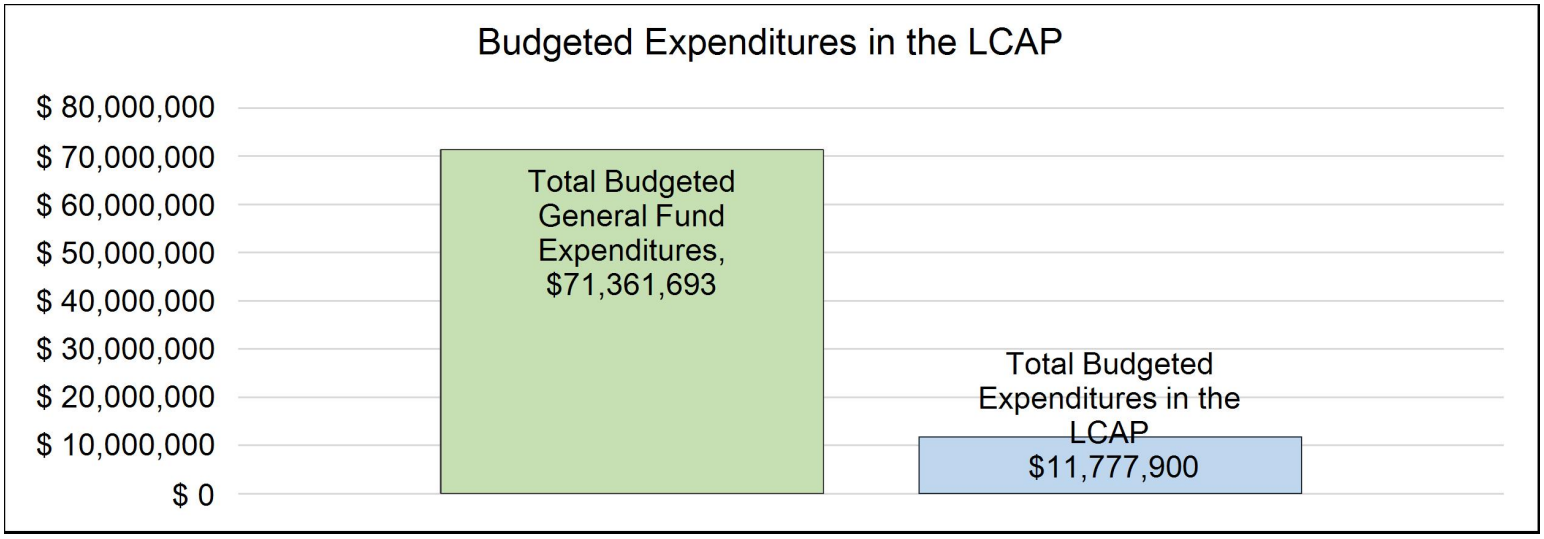


This chart shows the total general purpose revenue Orcutt Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orcutt Union School District is $77,294,943, of which $57,397,665 is Local Control Funding Formula (LCFF), $10,797,129 is other state funds, $7,086,382 is local funds, and $2,013,767 is federal funds. Of the $57,397,665 in LCFF Funds, $8,675,575 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 2026-27. 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 $71,361,693 for the 2026-27 school year. Of that amount, $11,777,900 is tied to actions/services in the LCAP and $59,583,793 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.

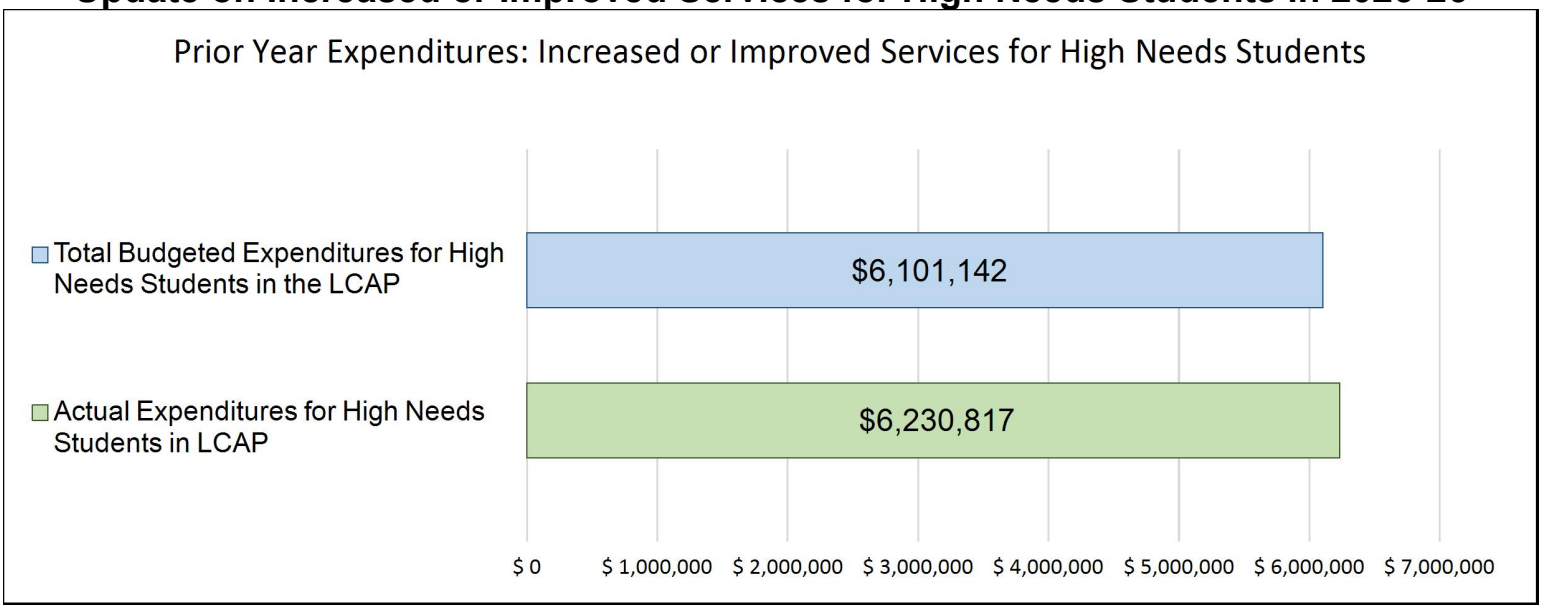
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Orcutt Union School District is projecting it will receive $8,675,575 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 $7,864,953 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 2025-26



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 2025-26, Orcutt Union School District's LCAP budgeted $6,101,142 for planned actions to increase or improve services for high needs students. Orcutt Union School District actually spent $6,230,817 for actions to increase or improve services for high needs students in 2025-26.

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	Julie Kozel Assistant Superintendent, Educational Services	jkozel@orcutt-schools.net 805-938-8930

Plan Summary [2026-27]

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, and 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 2025-2026 for transitional kindergarten through 12th grade at all district sites is 4,157 non-charter students and 788 charter for a total of 4,945 -- up from 4,935 students at this time in 2025. Enrollment in the district's state preschool for 2025-2026 has been 40.

Enrollment in the district is growing, 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 and in the number of accessory dwelling units (ADUs) being added to single-family residential lots. Much of the growth within the district is occurring on the southern side of Orcutt and is affecting two elementary sites, Patterson Road and Pine Grove

schools. To address anticipated continued growth in this area, the OUSD Board of Trustees voted to make attendance boundary changes in this area for 2025-2026, and plans to add modular classrooms at the two schools are under way. 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 2025-2026 is 61.22% Hispanic or Latino, 25.48% White, 5.29% Two or More Races, 1.06% Filipino, 0.99% Asian, 0.67% African American, 0.55% American Indian or Alaska Native, 0.05% Pacific Islander, and 4.69% Not Reported. The district is seeing an increasing number of families whose principal language is Mixteco. These are Mexican immigrants who are from the Mixteca region of Mexico and speak not Spanish, but Mixteco – an indigenous language very different from Spanish. The Santa Maria Valley has a sizeable Mixtec population, as many Mixtec people come to this country to work in agriculture. At this time the district is serving 60-65 students from Mixtec families, approximately 30 of whom are at Joe Nightingale School.

In the past two school years, the district has made notable growth in its percentage of Socioeconomically Disadvantaged students, from 52.71% in 2023-2024 to 65.48% in 2024-2025 and 63.00% in 2025-2026. Subgroup composition for 2025-2026 includes 61.97% Socioeconomically Disadvantaged, 16.72% Students with Disabilities, 12.27% English Learners, 2.72% Long Term English Learners, 5.92% Homeless Youth, and 0.67% Foster Youth. Because of the district's notable increase in its Unduplicated Pupil percentage, in 2025-2026 it began qualifying for Local Control Funding Formula (LCFF) Concentration funding as well as LCFF Supplemental funding.

This plan includes a new goal (Goal 6) specific to Orcutt School for Independent Study, done because OSIS now qualifies for Equity Multiplier funding. OSIS' allocation for 2026-2027 is $95,636.

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 2025-2026 school year. Student academic achievement in mathematics is gaining traction, and a new math adoption is helping classroom instruction to align with the state's new math framework. 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. Student behaviors, while still consuming significant time and attention from district and school staff, largely have improved from 2024-2025. That said, suspension rates for the district and many schools continue to be high. Overall attendance is edging up, but chronic absenteeism stubbornly persists. Following is a full recounting of district successes and identified needs heading into 2026-2027:

REFLECTIONS: SUCCESSES

California School Dashboard

As a district, we can see the following district successes on the 2025 edition of the California School Dashboard:

- Mathematics achievement made a small step (30.3 points below standard, maintained 2.7 points), but the Mathematics Growth Report termed the district's progress "accelerated" because 68.7% of students improved their score from the previous year. One subgroup, Asian students (91.7% of students improving their score from the previous year), made "exceptional" growth, while seven subgroups made "accelerated" growth: Socioeconomically Disadvantaged (68.4%), Foster Youth (73.3%), Homeless (65.6%), American Indian students (69.2%), Filipino students (73.5%), Two or More Races (64.2%), and White students (71.4%). Several subgroups made Dashboard improvement in math: English Learners (77.5 points below standard, increased 4.4 points), Homeless (66.1 points below standard, increased 13.7 points), Socioeconomically Disadvantaged (49.7 points below standard, increased 8.8 points), Filipino students (22 points above standard, increased 7.3 points), White students (2.5 points below standard, increased 9.2 points), and Two or More Races (8.7 points above standard, increased 19.3 points).
- While English/Language Arts achievement held steady from 2024 (16.1 points below standard, maintained 0.6 points), three subgroups made solid growth: Socioeconomically Disadvantaged, 34.9 points below standard, increased 6.6 points; White students, 7.1 points above standard, increased 4.3 points; Two or More Races, 28.3 points above standard, increased 20.9 points.
- The English Learner Progress Indicator showed improvement in the percentage of English Learners making progress toward English language proficiency: 42.8% making progress, an increase of 3.4%.

Additional Progress Shown in Data

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

- On CAASPP English/Language Arts testing, Socioeconomically Disadvantaged students saw their proficiency level (meeting or exceeding standard) continue to edge up, from 35.59% in 2024 to 38.02% in 2025.
- Students meeting/exceeding standard on CAASPP Mathematics testing eked up from 38.51% in 2024 to 38.65% in 2025. Subgroups making gains in proficiency included Socioeconomically Disadvantaged students, going from 27.68% meeting/exceeding in 2024 to 31.30% meeting/exceeding in 2025; Homeless students, going from 16.85% meeting/exceeding in 2024 to 18.07% meeting/exceeding in 2025; and Foster Youth, going from 6.25% meeting/exceeding in 2024 to 17.65% meeting/exceeding in 2025.
- Spring 2025 NWEA math RIT scores show the district has sustained growth relative to the baseline (Spring 2023) at every grade level save third grade.
- Overall attendance increased from 94.11% in 2023-2024 to 94.32% in 2024-2025.
- Student perceptions of school safety continue to improve, as evidenced by districtwide results from the California Healthy Kids Survey administered in February 2026. Indicating they feel safe at school all or most of the time were 82% of fifth graders, up from 80% in 2025; and 64% of seventh graders, up from 59% in 2025.

Other Progress in 2025-2026

- The district's implementation of its new TK-8 math curriculum -- Illustrative Mathematics v.360, published by Imagine Learning -- has gone well. The program's student-friendly, problem-based instructional structure has been well received by students and teachers. Teachers have participated in three publisher-provided trainings to date, and district math consultant Elizabeth Hammonds and the Educational Services team have provided additional trainings and support. Now that teaching-and-learning practices are better aligned with California's new math framework, we expect that math achievement will continue to grow.

- Throughout this school year, the district has worked on a Portrait of a Learner project that identifies which skills, knowledge, and habits we want to instill in products of our school system. The initiative has followed a template established by the League of Innovative Schools, a leader in this work and an organization in which the OUSD is a member. Input has been sought from staff, students, parents, and community. The "top six" attributes generated by our educational partners are Collaboration, Critical Thinking, Motivation, Creativity, Communication, and Social Awareness and Relationships. When the final Portrait of a Learner list is approved and specific links to learning developed, our district will have an important road map to helping prepare students ready for career and life success.

- Student attendance has been a priority for the district this year. School staff have been utilizing the new Attendance Plus component of Parent Square to see attendance trends on the Attendance Plus dashboard and to have individualized communication with parents/guardians about student attendance. Additionally, the district gathered school vice-principals into an attendance work group charged with trying new strategies to boost attendance, with the goal of a 96% districtwide student attendance rate. Strategies in use include numerous attendance incentives and increased transparency around attendance. Some schools have sandwich boards or signs that display the 96% attendance goal along with the previous day's attendance rate. The efforts appear to be working as overall district attendance for 2025-2026 is improved from the previous school year.

- The district has worked hard in the past five years to implement a math pathway in grades 7 and 8 that allows for acceleration for math students who meet specific, data-based criteria. This school year, 92 eighth graders in the district qualified to take Algebra 1 -- an important step setting them up to take Geometry in ninth grade.

- The district has continued to work hard on parent education and engagement. To date, the district has organized a Julia Robinson Math Festival family event at each elementary campus, six parent education nights, four school safety presentations, and one information night for parents of incoming transitional kindergarten students. Of note are the Julia Robinson Math Festival family events, which draw sizeable turnouts at each host site for a host of math tasks, games, and challenges that students and parents can do together; two parent education nights on healthy eating and healthy cooking in which OUSD Nutrition Coordinator Dmitriy Tsoy served up samples of such delectable dishes as roasted beet salad, chicken & bean chili with seasonal greens, and sweet potato chips; a school safety presentation offered at four venues that briefed parents on how the district addresses student behaviors as well as the Standard Response Protocol for responding to emergencies; and a presentation on online safety and human trafficking by California Highway Patrol Officer Maria Barriga that has been well attended by parents.

- The district continues to accrue community partners that make substantial contributions (volunteer, funding, and/or in-kind support) to the district or district initiatives. Among the district's newer partners are the county's Creciendo Raices job development program, which provided a tri-lingual (English, Spanish, and Mixteco) intern to assist community liaisons with translation and service for families; Future Smiles of Santa Barbara County, which worked with the district's Health Services team to provide fluoride rinse treatments and dental hygiene education to TK and K students in Los Alamos; and Love on a Leash, which regularly brings therapy dogs to visit students at the district's junior high schools.

- The district continues be engaged in its community and to invite community engagement in its schools and initiatives. Special events showcasing the district's visual and performing arts offerings and its SEE Learning social/emotional learning curriculum brought community and parent leaders onto OUSD campuses to see students and teachers in action. The Management Team continued to visit sites in the community that show programs, services, or industries relevant to the district's students and families; as an example, the team visited Marian Regional Medical Center in October for an update and tour. The Management Team also scheduled presentations on issues pertinent to the community; examples included updates on immigration enforcement and commercial sexual exploitation of youth. The district also is involved in community events. The superintendent presents at the annual State of Education event organized by the Santa Maria Valley Chamber of Commerce, and the district is part of planning for and will participate in "America 250" festivities in Santa Maria in July.

- The district has continued to serve as a positive catalyst for other schools and school systems in the Santa Maria Valley. Students from Orcutt Academy High School's Robotics Team hosted a Lego League robotics competition for local schools in November. The North County Math Super Bowl, which is hosted by the district for local students in grades 4-6, attracted 17 schools for a morning-long math competition in March. In March a district team launched the Quiet Hero Awards, a recognition intended for local students who carry heavy burdens, handle extra responsibility at home, and/or show courage, grit, and heroism in any other way. The ceremony hailed "quiet heroes" from our district as well as our neighboring Blochman, Santa Maria-Bonita, and Santa Maria Joint Union High School districts.

- District employees continued to earn district and regional recognition for their work. Pine Grove School teacher Devin Riezebos was selected as the district's Teacher of the Year and ultimately was a finalist for the honor of Santa Barbara County Teacher of the Year. Joe Nightingale School community liaison Mary Cortez and Alice Shaw School office manager Cheri Palin were selected as County Classified Employee of the Year in their respective job categories. The Association of California School Administrators (ACSA) gave its statewide Elementary Principal of the Year and regional Elementary Co-Administrator of the Year honors to Joe Nightingale School's Kate McInerney and Andy Spear respectively. The district continued to recognize individual employees and teams of employees with its #WeAreOrcutt honor. Those honored this school year included Ralph Dunlap School's first-grade teaching team, the district's team of teachers on special assignment, Pine Grove School Special Education teacher Amanda Ramirez, and the OUSD grounds crew. Finally, "legacy employees" -- those once were students in OUSD schools -- have been highlighted throughout the year. At the district's back-to-school convocation in August, Superintendent Dr. Holly Edds invited employees who are products of Orcutt schools to go to an assigned area of the bleachers where the event was taking place. Everyone gasped to see over 150 employees form a new "legacy employee" section!

- The district is making a concerted effort to help its students, employees, and families learn about artificial intelligence (AI) and its possibilities for learning and teaching. The district has brought in AI/technology experts Dr. Sabba Quidwai (CEO of Designing Schools), Joe Marquez (teacher and California Department of Education AI work group member), and Eric Curts (educator and blogger at Control Alt Achieve) to present at district professional development days. Marquez and district Executive Director of Technology Leslie Wagonseller have offered parent education nights on AI. Quidwai has worked each month with the district's Core Management Team to identify and develop Gemini AI "gems" that can enable busy administrators to be more analytical, efficient, and creative. Meantime, Wagonseller has assembled an AI leadership group of teachers to pilot uses of Magic School AI and other AI tools in the classroom. The district's goal is for all staff to be AI literate, with an eye to uncovering uses of AI that can positively impact their work.

- 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 in September was successful once again, the annual OCAF Gala fund-raiser in March was successful, and OCAF continued to land grants in support of district arts programming. OCAF also organized the annual spring play for OUSD elementary and junior high school students, gave mini-grants to support numerous arts-related school field trips and assemblies, and funded an evening arts performance for families associated with the Los Alamos campus. All of this is meeting a marked demand. An arts survey conducted for the LCAP showed approximately 95% of parent respondents believe the visual and performing arts are "extremely important" or "important" for their child's education.

- 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 current board president, Melanie Waffle, is a regional delegate for the California School Boards Association (CSBA). Another trustee, April Huckabey, completed CSBA's 40-hour Masters in Governance course during the year.

REFLECTIONS: IDENTIFIED NEEDS

California School Dashboard (2023-2025)

2023 Edition of 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 schoolwide 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%

2024 Edition of Dashboard

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 has at least one schoolwide red performance indicator:

- Joe Nightingale School: Suspension Rate, 5.0% suspended at least one day, increased 2.8%.

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

Alice Shaw School
- English Learners: English Learner Progress, 28.6% making progress, declined 36%; 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%.

Olga Reed School
- English Learners: English Learner Progress, 38.1% making progress, declined 19.8%.

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: English Learner Progress, 35.1% making progress, declined 14.9%; 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%.
- English Learners: English Learner Progress, 31.9% making progress, declined 7.3% (also at lowest performance level in 2023).

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).

2025 Edition of Dashboard

As a district, we have attained the lowest performance level (red rating) on the 2025 California School Dashboard for the following groups and subgroups:

- Students with Disabilities: English/Language Arts, 95.3 points below standard, maintained - 2.1 points (also at lowest performance level in 2023); Mathematics, 106.5 points below standard, maintained 2.4 points (also at lowest performance level in 2023); Chronic Absenteeism, 22.4% chronically absent, increased 2.2%; Suspension Rate, 11.9% suspended at least one day, increased 3.1% (also at lowest performance level in 2023).
- Foster Youth: English/Language Arts, 105.1 points below standard, declined 5.8 points; Mathematics, 123.6 points below standard, maintained - 2.4 points; Chronic Absenteeism, 31.6% chronically absent, increased 8.9% (also at lowest performance level in 2023).
- Homeless: Chronic Absenteeism, 24.7% chronically absent, increased 4.2%; Suspension Rate, 8.4% suspended at least one day, increased 1.7%.
- English Learners: Suspension Rate, 7.1% suspended at least one day, increased 1.9%.
- Long Term English Learners: English/Language Arts, 115.8 points below standard, declined 21.8 points (also at lowest performance level in 2024); Mathematics, 155.6 points below standard, declined 25.1 points (also at lowest performance level in 2024); Suspension Rate, 15.5% suspended at least one day, increased 5.1%.
- Hispanic students: Suspension Rate, 6.2% suspended at least one day, increased 0.3%.

The following schools have at least one schoolwide red performance indicator:

- Joe Nightingale School: Suspension Rate, 6.8% suspended at least one day, increased 1.8% (also at lowest performance level in 2024).
- Olga Reed School: Chronic Absenteeism, 21.5% chronically absent, increased 2.2%; Suspension Rate, 8.2% suspended at least one day, increased 6.9%.
- Orcutt School for Independent Study: Chronic Absenteeism, 34.2% chronically absent, increased 2.6%.
- Patterson Road School: Suspension Rate, 6.1% suspended at least one day, increased 0.9%.
- Lakeview Junior High School: Chronic Absenteeism, 24.1% chronically absent, increased 4.0%.

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

Alice Shaw School

- English Learners: English/Language Arts, 82.6 points below standard, maintained - 2.8 points; Mathematics, 102.7 points below standard, maintained - 0.8 points (also at lowest performance level in 2024).
- Students with Disabilities: English/Language Arts, 115.8 points below standard, declined 14.7 points (also at lowest performance level in 2023); Mathematics, 134.3 points below standard, declined 4.7 points (also at lowest performance level in 2023 and 2024); Suspension Rate, 11.7% suspended at least one day, increased 1.8% (also at lowest performance level in 2024).

- White students: Suspension Rate, 6.3% suspended at least one day, increased 0.9%.

Joe Nightingale School
- English Learners: Suspension Rate, 11.1% suspended at least one day, increased 5.3%.
- Socioeconomically Disadvantaged: Suspension Rate, 7.7% suspended at least one day, increased 1.5% (also at lowest performance level in 2024).
- Students with Disabilities: Suspension Rate, 12.9% suspended at least one day, increased 5.2% (also at lowest performance level in 2024).
- Hispanic students: Chronic Absenteeism, 12.7% chronically absent, increased 3.8%; Suspension Rate, 7.5% suspended at least one day, increased 2.4% (also at lowest performance level in 2024).
- Two or More Races: Suspension Rate, 6.9% suspended at least one day, increased 2.5%.

Orcutt School for Independent Study
- Socioeconomically Disadvantaged: Chronic Absenteeism, 37.3% chronically absent, increased 7.5%; Suspension Rate, 6.2% suspended at least one day, increased 6.2%.
- Hispanic students: Chronic Absenteeism, 39.6% chronically absent, increased 0.9%.

Patterson Road School
- Homeless: Chronic Absenteeism, 30.4% chronically absent, increased 5.4%; Suspension Rate, 8.2% suspended at least one day, increased 5.5%.
- Students with Disabilities: Chronic Absenteeism, 21.9% chronically absent, increased 2.9%; Suspension Rate, 13.5% suspended at least one day, increased 6.1% (also at lowest performance level in 2023).
- English Learners: English Learner Progress, 30.9% making progress, declined 12.0% (also at lowest performance level in 2023); English/Language Arts, 75 points below standard, declined 13.6 points; Suspension Rate, 9.0% suspended at least one day, increased 4.7%.
- Hispanic students: Suspension Rate, 6.2% suspended at least one day, maintained 0.2%.
- White students: Suspension Rate, 6.7% suspended at least one day, increased 1.5%.

Pine Grove School
- Students with Disabilities: English/Language Arts, 76.4 points below standard, maintained 1.3 points (also at lowest performance level in 2023 and 2024); Suspension Rate, 8.2% suspended at least one day, increased 4.3%.

Ralph Dunlap School
- English Learners: English/Language Arts, 123.5 points below standard, declined 20.3 points (also at lowest performance level in 2023); Mathematics, 109.4 points below standard, maintained 0.8 points (also at lowest performance level in 2023).
- Hispanic students: English/Language Arts, 71.2 points below standard, declined 8.7 points.
- Students with Disabilities: English/Language Arts, 118.6 points below standard, declined 9.6 points (also at lowest performance level in 2023 and 2024); Mathematics, 111 points below standard, maintained 2.1 points (also at lowest performance level in 2023); Suspension Rate, 9% suspended at least one day, increased 3.7% (also at lowest performance level in 2023).

Lakeview Junior High School

- Socioeconomically Disadvantaged: Chronic Absenteeism, 28.1% chronically absent, increased 1.7%.
- Students with Disabilities: Chronic Absenteeism, 36.1% chronically absent, increased 3.3%.
- English Learners: Chronic Absenteeism, 26.3% chronically absent, maintained - 0.4% (also at lowest performance level in 2023).
- Hispanic students: Chronic Absenteeism, 25.8% chronically absent, increased 4.9%.
- White students: Chronic Absenteeism, 22.1% chronically absent, increased 1.4%.

Orcutt Junior High School

- Students with Disabilities: English/Language Arts, 119.5 points below standard, declined 12.6 points (also at lowest performance level in 2024); Science, 31.6 science points, declined 6.3 points; Chronic Absenteeism, 33.3% chronically absent, increased 3.2% (also at lowest performance level in 2023).
- Socioeconomically Disadvantaged: Chronic Absenteeism, 25.6% chronically absent, maintained 0.4%; Suspension Rate, 12.8% suspended at least one day, increased 1.3% (also at lowest performance level in 2023).

Determination of Priority Needs

Looking holistically at the data cited above, what we are observing in our district, and input from educational partners associated with development of this LCAP, we would cite the following as our most critical needs heading into 2026-2027:

- Sustaining momentum with mathematics achievement. We are heartened by the Dashboard's Mathematics Growth Report that characterized our students' CAASPP math growth as "accelerated," and we also are pleased with how our implementation of the IM 360 math curriculum is proceeding. That said, we recognize that this is a multi-year effort and we need to keep up support, monitoring, and training so that best practices for math instruction become entrenched.

- Improving student achievement in English/language arts. Student achievement in E/LA is stagnant, and we see improved student writing as the ticket to improved outcomes. This school year we retained an E/LA consultant, Teri Barclay, who is working with three writing task forces (teachers of grades TK-2, 3-5, and 6-8) 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).

- Continuing to address severe student behaviors. While the incidence of severe behaviors has improved, we still are experiencing enough of them to merit a continued focus on prevention and response. 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. Additionally, all district sites have their own CARES teams meeting regularly.

- Reducing suspension rates. Suspension rates districtwide and at several schools are noticeably higher than suspension rates statewide and in school systems with similar demographics. This school year we have engaged Santa Barbara-based restorative practices expert Lizzie Rodriguez to provide trainings and to work directly with the Core Management Team on how to infuse

restorative practices in school systems. We want to continue this work, with the goal of giving school administrators more tools and dispositions to apply when students misbehave. (See narrative for Differentiated Assistance for more information on this priority.)

- Increasing student attendance. As mentioned earlier in this section, we are making headway with our efforts to improve attendance and reduce chronic absenteeism. We aim to continue these efforts, including trying creative approaches to incentivize attendance and elicit buy-in from families. We see improved attendance as another route to better academic outcomes.

- Improving outcomes for English Learners and Long Term English Learners, including both progress toward English language proficiency and academic performance on CAASPP testing. Educational partners are seeking more support for both ends of the English Learner continuum: students who are newcomers to our country and Long Term English Learners who are struggling to meet the criteria for redesignation.

Other Pertinent Information

The district Local Control and Accountability Plan (LCAP) includes expenditures of Learning Recovery Emergency Block Grant (LREBG) funds. The district's allocation of LREBG funds -- $185,545 in 2025-2026 -- was utilized to fund additional psychologist support for students in association with LCAP Action 2.2 Behavioral Supports for Identified Students. This was reported to the OUSD Board of Trustees and the community during a mid-year LCAP update presentation at the school board meeting of January 14, 2026. The district anticipates an allocation of $185,545 in LREBG funds in 2026-2027, and this also will be devoted to additional psychologist support for students in association with LCAP Action 2.2.

LCAP actions new for 2026-2027 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

In 2023-2024, 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 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. Dana and Callaghan began doing the presentation at sites in Spring 2025 and completed their series of "road shows" in Winter 2026.

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 2024-2025 and 2025-2026, the district 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. For 2025-2026 and 2026-2027, the district has qualified for Differentiated Assistance based on the Dashboard performance of three subgroups: Students with Disabilities, Foster Youth, and Students Experiencing Homelessness.

This year's Differentiated Assistance work with SBCEO began on November 20, 2025, with a detailed review of districtwide and subgroup Dashboard data facilitated by Shawn Carey and Rachel Fauver of SBCEO. The exercise pointed to two areas for further review: Chronic

Absenteeism and Suspension Rate.

A follow-up session on February 5, 2026, took attendees through additional data analysis in those two areas along with an analysis of systems (via "iceberg" protocol) that a concerted effort could influence and change. The result was a group decision to focus on Suspension Rate, as Orcutt's rates districtwide, for subgroups, and especially for grades TK-3 are notably higher than comparison groups statewide.

A third session on May 12, 2026 began with a presentation of suspension data for grades TK-3 that showed Orcutt's suspension rate for these grade levels has exponentially and disproportionately increased since 2023. Attendees -- who for this meeting included district administrators, school administrators, teachers, a psychologist, a counselor, and a Board Certified Behavior Analyst (BCBA) -- then participated in an in-depth discussion of the district's needs, desired outcomes, and potential change ideas. The group ultimately arrived at an improvement plan for 2026-2027 that includes the following components:

- Engaging restorative practices expert Lizzie Rodriguez to work with elementary administrators and TK-3 teacher representatives, psychologists, and counselors from the district's elementary sites on a menu of alternatives to suspension that can be implemented with students in grades TK-3
- Communication and education for parents and community on students' need for restorative practices
- Work with staff, especially lunchtime supervisors and childcare assistants, to improve student supervision on the playground during recesses and recreational times
- Facilitating more opportunities for structured play at recess for students in grades TK-3
- More training for all staff in early childhood development and appropriate approaches to children's behavior

The group will re-assemble in early 2026-2027 to continue this work. For now, two LCAP Actions -- Action 1.8 Professional Consulting Support and Action 5.1 Professional Development for Teachers, Administrators, and Classified Employees -- anticipate that funds will be needed to continue the district's work with Lizzie Rodriguez and to fund other pertinent staff trainings.

Compliance and Improvement Monitoring (CIM)

The district's Special Education Program has been identified for Targeted Level 3 Comprehensive Coordinated Early Intervening Services (CCEIS) for the 2026 Cohort. This status is a result of elevated suspension rates and below-target academic progress for students with disabilities. To address these challenges, the district will employ a four-step review process using data from the California School Dashboard, the SIRAS IEP system, and CALPADS.

Given the high frequency of suspensions across various district subgroups, especially at the elementary level, CIM initiatives over the next three academic years will concentrate on this area. The proposed CIM action plan features the following primary components:

- Refining and standardizing the districtwide Multi-Tiered System of Supports (MTSS) and Coordination of Services Team (COST) protocols.
- Creating a comprehensive training program for students and parents focused on positive behavior interventions.
- Systematically implementing and coaching staff in restorative practices as an alternative to exclusionary discipline.

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	1/14/2026 - OUSD School Board Meeting - LCAP Mid-Year Update (including presentation on goals, actions, and metrics) and invitation for input 5/13/2026 - OUSD School Board Meeting - LCAP Update (focusing on UDP trends, LCAP fiscal outlook, and a new goal and new actions planned for 2026-2027) 6/5/2026 - OUSD School Board Meeting – LCAP Public Hearing (including presentation on LCAP resources and Local Indicators) 6/9/2026 - OUSD Special School Board Meeting – LCAP approval
Students	LCAP In February 2026, 118 fifth graders (27% response rate) and 516 seventh graders (92% 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. 5/11/2026 - Met with student group from Lakeview JHS 5/13/2026 - Met with student group from Orcutt JHS
Parents	A survey was given to parents in the district (not including Orcutt Academy Charter parents) that focused on parent and family engagement and asked about school-home communication, teacher-to-parent communication, ways in which parents are and can be involved, and more. The survey drew 283 responses, which by our estimate is a participation rate of 14.2%.

Educational Partner(s)	Process for Engagement
	A survey was given to parents in the district (including Orcutt Academy Charter parents) that focused on visual and performing arts in our schools. The survey drew 250 responses, which by our estimate is a participation rate of 10.0%. 2/18/26, 5/18/26 - Met with OUSD Parent/Superintendent Group 3/12/2026 - Met with District English Learners Advisory Council (DELAC) 5/15/2026 - Met with OUSD LCAP Parent Advisory Committee
Teachers	1/15/26 - Met with Orcutt Educators Association 5/20/26 - Met with leadership teams from all schools
Classified Employees	3/24/2026 - Met with California School Educators Association
OUSD District Administration and Management Team	12/1/25, 1/20/26, 2/10/26, 2/23/26, 3/30/26, 4/20/26, 4/27/26, 5/5/26, 5/11/26, 5/18/26 - Met with OUSD Cabinet 3/30/26 - Met with school and district administrators 5/12/26 - Met with Core Management Team
Santa Barbara County SELPA	5/19/26 - Met with Santa Barbara County SELPA Executive Director Dr. Stacy McCrath-Smith
Orcutt School for Independent Study	4/15/26 - Principal Katherine Adler met with staff to solicit input for utilization of the Equity Multiplier funding allocated to OSIS in 2026-2027

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

The backdrop for LCAP input sessions with educational partners is the district's changing clientele, as evidenced by the dramatic increase (from 41.59% as recently as 2020-2021 to 65.48% in 2024-2025 and 63.00% in 2025-2026) 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. Additionally, the district is seeing an increase in non- or limited-English-speaking families, including a notable upswing in the number of families whose primary language is Mixteco (the number of Mixteco-speaking students districtwide is now over 60), and the corresponding need to provide liaison/translator support for school-home communication. 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. Sessions included discussion of the effectiveness of current actions (ratings of effectiveness in the Goal Analysis section for each goal are based on these discussions) and ideas for improvement or new actions. Student and parent groups also featured discussion on pertinent topics, with a frame of what is working well and what can be improved. Topics included support for English Learners, support for low-income students, academic support for students, and parent/family engagement. Junior high school students were invited to weigh in on how the junior high master schedule change has operationalized this school year.

Student input was sought in person, and results of the annual California Healthy Kids Survey were reviewed to glean additional perspective. Students in both junior high school focus groups named science and math as the most difficult subjects and stated they would appreciate afterschool intervention, tutoring, or homework clubs if they were available. Reviews on the new junior high school master schedule (LCAP Action 1.17) were mixed; some students like the extra time in core subjects for teacher support, labs, lab write-ups, and getting a head start on homework, while other students prefer the previous master schedule. Students, some of whom were English Learners, were very positive about the idea of adding bilingual instructional assistant support. As for the California Healthy Kids Survey, the district sample of fifth graders showed notably better results (improved by 3% or more) from 2025 in a full 16 of the survey areas; these included school connectedness (77% most or all of the time), academic motivation (86%), caring adults in school (73%), adults at school having high expectations (91%), feeling safe on the way to and from school (94%), and mental health wellness (82%). The district group of seventh graders participating in the CHKS had more of a mixed comparison to 2025, with four areas improving and seven areas declining. Improvements included school connectedness (62% most or all of the time), promotion of parent involvement in school (58%), and school perceived as safe or very safe (64%). Of note is 17% of seventh graders reporting they had experienced suicidal ideation -- an area where even 1% is too many. This being said, the District School Climate Report Card (based on CHKS results) showed the district's seventh graders to have more positive results than state averages in school connectedness, academic motivation, caring adult relationships, high expectations, and perceived school safety. LCAP actions related to topics discussed here include the following:

- 1.7 On-site Academic Intervention
- 1.17 Restructure Junior High School Master Schedule
- 1.21 Bilingual Instructional Assistants
- 2.1 MTSS Plan for Behavior
- 2.2 Behavioral Supports for Identified Students
- 2.9 Counseling Support

Themes of input expressed at LCAP input sessions for employees included the following:

- The need to provide more support for English Learners, particularly newcomer English Learners, and their families. Especially in the upper elementary grades and in junior high school, newcomers are working to learn English while also needing to negotiate a rigorous curriculum. Additionally, the district's number of Mixteco-speaking families has increased, and Mixteco translation is needed for both students and families.
- Ongoing needs around student behavior. While the district has added behavioral support and the number of severe behavioral incidents has declined, student behavior still is on the minds of employees. They have been supportive of the behavioral and mental health support for students added in the past two years via the LCAP. Junior high staff expressed concern about the looming end (due to the end of Mental Health Student Services Act funding) of the district's partnership with the Santa Barbara County Education Office providing community navigator services at Lakeview and Orcutt junior highs.

- Concerns about substitute coverage. This has been an ongoing issue, as the district is having difficulty recruiting substitutes to fill in for teachers and classified employees. The lack of substitute teachers impacts academic intervention and special programs at elementary sites, as hourly teachers who typically would deliver those programs need to be pulled to cover for classroom teachers. It also impacts teachers' ability to participate in professional development typically offered during the school day via release time. The lack of substitute instructional assistants impacts student programming, as IAs sometimes need to be pulled to cover for IAs who staff programs such as transitional kindergarten where the district must comply with a state-required staff-to-student ratio.
- Ongoing needs around support for students with disabilities. Some interest holders talked about the need for more training in Universal Design for Learning (UDL), which gives students clear goals as well as options for how they learn, what materials they use, and how they demonstrate proficiency. Also mentioned was how students with disabilities who also are English Learners are having substantial difficulty meeting requirements for reclassification as Fluent English Proficient. This subgroup continues to merit attention.
- Concerns about support for foster youth. Orcutt has two Short-Term Residential Therapeutic Programs (STRTPs) that care for foster youth, but to this point district staff have had difficulty engaging employees at these homes to support students. There is a need for the district and STRTPs to come together to develop a plan for academic, behavioral, and mental health support for these students.
- Ongoing concerns about class size. Teachers shared their difficulty in teaching the wide range of abilities and needs found in their classrooms. This has become even more challenging with the increasing diversity and increased language needs in the district.
- The need to continue focusing on services and programming that give students skills and experiences valuable for their whole lives. Instruction in pedestrian and bicycle safety (MOVE Santa Barbara County), lessons in aquatic safety and basic swimming skills (Santa Maria Valley YMCA), instruction in decision-making skills and the dangers of substance use (DARE) have, if anything, a more important place in children's education given the increasing diversity of Orcutt's clientele. One employee stated, "This may be the only time and place where kids get these skills."
- For classified employees, the need for more professional development, as they are seeking more opportunities for relevant learning and training that will help them to be more successful in their positions. While the district has added PD opportunities for classified employees, the need is still there. One classified employee shared that some of her peers are "trying to figure it out as they go."
- Concerns about the expansive responsibilities borne by site administrators, taking away time they need for instructional leadership. Said one employee, "Are we supporting our principals and vice-principals enough on-site? Many are having to deal with behavioral issues, leaving little time for anything else."

LCAP actions shaped by the input from employees include the following:

- Action 1.10 Support for Foster/Homeless Youth
- New Action 1.21 Bilingual Instructional Assistants
- New Action 1.22 Equity for School with Highest UDP Percentage
- Action 2.1 MTSS Plan for Behavior
- Action 2.2 Behavioral Supports for Identified Students
- Action 2.6 Inclusive Practices and UDL
- Action 2.9 Counseling Support
- Action 2.10 Vice-Principal Support
- Action 3.2 Student Support from Community Partners
- Action 3.3 Student Enrichment Opportunities in Community
- Action 4.3 Community Liaison and Interpreter Support

- Action 5.1 Professional Development for Teachers, Administrators, and Classified Employees

Parent engagement has steadily improved. The level of parents reporting they are "extremely involved" or "very involved" in school has steadily increased (54%, up from 40% in 2024 and 46% in 2025), and the number of parents reporting they were "not involved" in school has remained low (5%). Events such as the Julia Robinson Math Festival nights that include both students and parents have been extremely well attended, as have PTA and PTSA family events around the district. Parent education events have been less well attended, but several of these -- notably our presentation on human trafficking, our two-night series on healthy cooking, and our TK/K parent information night -- have resonated strongly with those present. Ideas for improving parent engagement include a Parent Empowerment Program (PEP) targeting TK students and their families, training in critical platforms such as Aeries and Parent Square for non- or limited-English-speaking parents, relying on video and phone communication for Mixteco-speaking parents, and being more overt about translation being available at school events. The following actions directly address the need to continuously improve parent and family engagement:

- Action 3.1 Community Outreach Efforts
- Action 4.2 Improved Marketing and Accessibility of District for Parent/Community Engagement
- Action 4.3 Community Liaison and Interpreter Support
- Action 4.5 Parent/Family Education Events

Parents on the District English Learners Advisory Council (DELAC) indicated a strong interest in English Language Development and academic support for their students. They are supportive of the idea to add more bilingual staff to help their students and welcome academic intervention and assistance available to students after school. They articulate a need for parent training in most frequently used platforms, the Aeries Parent Portal and Parent Square. The following LCAP actions address these needs:

- Action 1.9 ELD Support
- New Action 1.20 Coordinator of Academic Intervention and Enrichment
- New Action 1.21 Bilingual Instructional Assistants
- Action 4.3 Community Liaison and Interpreter Support
- Action 4.5 Parent/Family Education Events

Dr. Stacey McCrath-Smith, executive director of the Santa Barbara County SELPA, reviewed a draft LCAP document with an eye to the needs of students with disabilities. She stated the district has included in its LCAP several actions appropriate for improving outcomes for this subgroup. In particular, she encouraged the district to continue its work on co-taught classes and on Universal Design for Learning (UDL). LCAP actions focused on students with disabilities include the following:

- Action 1.16 Co-taught Junior High School Classes
- Action 2.1 MTSS Plan for Behavior
- Action 2.2 Behavioral Supports for Identified Students
- Action 2.6 Inclusive Practices and UDL
- Action 2.7 Special Education TOSA

Orcutt School for Independent Study responded to input from staff, students, and parents in opting to focus on improving math achievement as its Equity Multiplier goal for 2026-2027. Math achievement at OSIS is low ((17.39% meeting/exceeding standard in 2025). Additionally, enrollment at OSIS is disproportionately tilted toward grades 6, 7, and 8. At these grade levels math becomes more complex and increasingly

relies on building block skills and concepts from previous grades. Parents also have shared that they have difficulty teaching mathematics skills and concepts to their children. Student support is needed. LCAP actions focused on the OSIS math goal include the following:

- Action 6.1 Increase Targeted Grade-Level Math Instruction
- Action 6.2 Math Support Teacher
- Action 6.3 Professional Development Impacting Math Achievement

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 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% Lakeview Junior High School: 42.93% Orcutt Junior High School: 46.15% Olga Reed School: 37.28%	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% Lakeview Junior High School: 44.31% Orcutt Junior High School: 45.49% Olga Reed School: 37.50%	Percent of students meeting/exceeding standard on the 2025 CAASPP E/LA: All Students: 44.99% Low-income: 38.02% English Learners: 7.48% Long Term English Learners: 5.17% Homeless: 25.64% Foster Youth: 5.88% Students with Disabilities: 15.16% Lakeview Junior High School: 48.01% Orcutt Junior High School: 43.05% Olga Reed School: 41.18%	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% Lakeview Junior High School: 50.0% Orcutt Junior High School: 48.0% Olga Reed School: 44.00% The district also aims to have subgroups performing below All Students to narrow the difference between subgroup performance and	All Students: - 0.11% Low-income: + 4.31% English Learners: - 2.70% Long Term English Learners: - 1.50% Homeless: + 10.64% Foster Youth: - 20.79% Students with Disabilities: + 0.87% Lakeview Junior High School: +5.08% Orcutt Junior High School: - 3.10% Olga Reed School: + 3.90%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					All Students performance.	
1.2	CAASPP – Mathematics Percent of students meeting/exceeding standard	Percent of students meeting/exceeding standard on the 2023 CAASPP Math: All Students: 37.53% Low-income: 26.74% English Learners: 7.94% Long Term English Learners: 3.33% Homeless: 22.95% Foster Youth: 6.67% Students with Disabilities: 12.92% Lakeview Junior High School: 26.14% Orcutt Junior High School: 36.74% Olga Reed School: 24.57%	Percent of students meeting/exceeding standard on the 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% Lakeview Junior High School: 28.60% Orcutt Junior High School: 35.36% Olga Reed School: 29.81%	Percent of students meeting/exceeding standard on the 2025 CAASPP Math: All Students: 38.65% Low-income: 31.30% English Learners: 7.69% Long Term English Learners: 0.00% Homeless: 18.07% Foster Youth: 17.65% Students with Disabilities: 13.31% Lakeview Junior High School: 31.85% Orcutt Junior High School: 37.55% Olga Reed School: 27.73%	Increase student performance for all students and each 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% Lakeview Junior High School: 34.0% Orcutt Junior High School: 40.0% Olga Reed School: 30.00% The district also aims to have subgroups performing below All Students to narrow the difference between	All Students: + 1.12% Low-income: + 4.56% English Learners: - 0.25% Long Term English Learners: - 3.33% Homeless: - 4.88% Foster Youth: + 10.98% Students with Disabilities: + 0.39% Lakeview Junior High School: +5.71% Orcutt Junior High School: + 0.81% Olga Reed School: + 3.16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					subgroup performance and All Students performance.	
1.3	California Science Test (CAST)	Percent of students meeting/exceeding standard on the 2023 CAST (taken by students in grades 5 and 8): 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% Lakeview Junior High School: 20.89% Orcutt Junior High School: 30.20% Olga Reed School: 16.67%	Percent of students meeting/exceeding standard on the 2024 CAST (taken by students in grades 5 and 8): 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% Lakeview Junior High School: 26.47% Orcutt Junior High School: 33.33% Olga Reed School: 26.66%	Percent of students meeting/exceeding standard on the 2025 CAST (taken by students in grades 5 and 8): All Students: 33.30% Low-income: 26.14% English Learners: 2.78% Long Term English Learners: 0.00% Homeless: 15.09% Foster Youth: NA Students with Disabilities: 8.70% Lakeview Junior High School: 33.18% Orcutt Junior High School: 32.24% Olga Reed School: 13.89%	Increase student performance for all students and each student group by 5%: 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% Lakeview Junior High School: Orcutt Junior High School: Olga Reed School: 20.00% The district also aims to have subgroups performing below All Students to narrow the difference between	All Students: + 1.07% Low-income: + 4.93% English Learners: + 0.50% Long Term English Learners: No change Homeless: - 4.91% Foster Youth: NA Students with Disabilities: - 4.78%% Lakeview Junior High School: + 12.29% Orcutt Junior High School: + 2.04% Olga Reed School: - 2.78%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					subgroup performance and All Students performance.	
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 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	16.3% reclassification rate for English Learners in 2023-2024 (85 of 522 English Learners reclassified) 33.6% reclassification rate for Long Term 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	11.46% reclassification rate for English learners in 2024-2025 (58 of 506 English Learners reclassified) 19.80% reclassification rate for Long Term English Learners (LTELs) in 2024-2025 (20 of 101 LTELs reclassified) 2.11% reclassification rate for English Learners (11 of 510 English Learners reclassified) to this point in the 2025-2026 school year 2.59% reclassification rate for Long Term English Learners (LTELs) (3 of 113 LTELs reclassified) to this point in the	15% of English Learners will be reclassified as Fluent English Proficient 33% of Long Term English Learners (LTELs) will be reclassified as Fluent English Proficient	For English Learners: + 1.42% For LTELs: -8.37%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024-2025 school year	2025-2026 school year		
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% 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%	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: 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:	42.8% making progress in 2024-2025 English Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for all English Learners for 2024-2025: Level 4 - Well Developed: 13.37% Level 3 - Moderately Developed: 31.94% Level 2 - Somewhat Developed: 32.53% Level 1 - Minimally Developed: 22.16% English Language Proficiency for Summative ELPAC for Long Term English Learners for 2024-2025:	70% of English Learners will make progress each school year as reported by the California School Dashboard.	ELPI: - 6.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Level 4 - Well Developed: 15.70% Level 3 - Moderately Developed: 37.25% Level 2 - Somewhat Developed: 32.80% Level 1 - Minimally Developed: 14.25%	Level 4 - Well Developed: 14.52% Level 3 - Moderately Developed: 45.16% Level 2 - Somewhat Developed: 30.65% Level 1 - Minimally Developed: 9.68%		
1.6	Appropriately Assigned and Fully Credentialed Teachers	88.7% of OUSD teaching assignments are clear (Teaching Assignment Monitoring Outcomes report for 2022-2023)	90.4% of OUSD teaching assignments are clear (Teaching Assignment Monitoring Outcomes report for 2023-2024)	N/A	100% of OUSD teaching assignments are clear	N/A
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 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 have access to the required course of study.	100% of OUSD students will have access to the required course of study.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 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.	Inspections conducted in December 2025 show 100% of OUSD schools meet state FIT requirements.	100% of OUSD schools will meet state FIT requirements.	No change
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	The self-rating device for PLCs was administered in Spring 2026. Scores 1-5 (1= low, 5 = high) 3.6 Essential Standards 4.0 PLC Teams 3.6 Use of Data 3.8 Use of Common Formative Assessment 3.8 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: + 0.5 Use of Data: - 0.1 Use of Common Formative Assessment: + 0.5 Use of RTI/MTSS for Intervention: No change
1.12	NWEA Reading Mean RIT Score by Grade Level	NWEA Reading Spring 2023 Mean (average) RIT Score Grade 1 Mean Rit = 168.45	NWEA Reading Spring 2024 Mean (average) RIT Score Grade 1	NWEA Reading Spring 2025 Mean (average) RIT Score Grade 1	Average RIT scores in Reading will exceed the NWEA cut points for meeting or exceeding standards (cut	NWEA Reading Spring RIT Scores Grade 1: - 1.66 Grade 2: - 1.02 Grade 3: - 2.64 Grade 4: - 1.38 Grade 5: + 1.92

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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 = 168.16 Grade 2 Mean RIT = 182.03 Grade 3 Mean RIT = 190.46 Grade 4 Mean RIT = 203.85 Grade 5 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 = 166.79 Grade 2 Mean RIT = 180.60 Grade 3 Mean RIT = 190.08 Grade 4 Mean RIT = 202.31 Grade 5 Mean RIT = 209.83 Grade 6 Mean RIT = 214.52 Grade 7 Mean RIT = 214.83 Grade 8 Mean RIT = 218.98 NWEA Reading Fall 2025 Mean (average) RIT Score Grade 1 Mean RIT = 156.08 Grade 2 Mean RIT = 172.01 Grade 3	points based on performance of NWEA national norming group): Spring: Grade 1 = 174 or higher Grade 2 = 188 or higher 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 6: + 0.68 Grade 7: - 3.25 Grade 8: - 0.03

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Mean RIT = 186.96 Grade 4 Mean RIT = 196.85 Grade 5 Mean RIT = 207.46 Grade 6 Mean RIT = 212.01 Grade 7 Mean RIT = 215.52 Grade 8 Mean RIT = 217.06	Mean RIT = 186.66 Grade 4 Mean RIT = 195.46 Grade 5 Mean RIT = 203.83 Grade 6 Mean RIT = 212.37 Grade 7 Mean RIT = 214.26 Grade 8 Mean RIT = 216.81	Grade 7 = 213 or higher Grade 8 = 218 or higher	
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	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	NWEA Math Spring 2025 Mean (average) RIT Score Grade 1 Mean RIT = 175.95 Grade 2 Mean RIT = 187.42 Grade 3 Mean RIT = 198.78 Grade 4 Mean RIT = 213.70 Grade 5 Mean RIT = 221.49	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	NWEA Math Spring RIT Scores Grade 1: + 1.17 Grade 2: + 1.20 Grade 3: - 0.05 Grade 4: + 3.79 Grade 5: + 4.45 Grade 6: + 5.71 Grade 7: + 0.80 Grade 8: + 6.99

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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	Grade 6 Mean RIT = 225.82 Grade 7 Mean RIT = 224.76 Grade 8 Mean RIT = 233.12 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	Grade 6 Mean RIT = 226.65 Grade 7 Mean RIT = 225.53 Grade 8 Mean RIT = 231.79 NWEA Math Fall 2025 Mean (average) RIT Score Grade 1 Mean RIT = 163.06 Grade 2 Mean RIT = 175.95 Grade 3 Mean RIT = 188.98 Grade 4 Mean RIT = 199.42 Grade 5 Mean RIT = 209.75 Grade 6 Mean RIT = 218.52 Grade 7 Mean RIT = 218.51 Grade 8	Grade 4 = 213 or higher Grade 5 = 224 or higher Grade 6 = 226 or higher Grade 7 = 231 or higher Grade 8 = 237 or higher Fall: Grade 1 = 160 or higher Grade 2 = 175 or higher Grade 3 = 188 or higher Grade 4 = 202 or higher Grade 5 = 214 or higher Grade 6 = 218 or higher Grade 7 = 224 or higher Grade 8 = 232 or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Mean RIT = 224.82	Mean RIT = 223.64		
1.14	Student Participation in Well Rounded Educational Program, with Particular Focus on Unduplicated Pupils and Students with Disabilities	Percentage of students with opportunity to participate in districtwide arts or enrichment programs in 2023-2024: 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	Percentage of students with opportunity to participate in districtwide arts or enrichment 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	Percentage of students with opportunity to participate in districtwide arts or enrichment programs in 2025-2026: 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 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 sixth graders with opportunity to participate in Science Camp experience	100% of sixth graders with opportunity to participate in Science Camp experience		
1.15	California School Dashboard - English/Language Arts Growth Report Percent of students improving their score from previous year, schoolwide and by statistically significant subgroup	2025 California School Dashboard - English/Language Arts Growth Report All Students: 68% improved, Average Growth Low-income: 68.1% improved, Moderate Growth English Learners: 69.2% improved, Average Growth Long-Term English Learners: 50% improved, Minimal Growth Homeless: 64.5% improved, Moderate Growth Foster Youth: 81.3% improved, Average Growth Students with Disabilities: 70.5% improved, Moderate Growth	N/A	N/A	Seeking Average, Accelerated, or Exceptional Growth districtwide and for each subgroup as reported by the Dashboard's English/Language Arts Growth Report	N/A
1.16	California School Dashboard -	2025 California School Dashboard -	N/A	N/A	Seeking Average, Accelerated, or	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Mathematics Growth Report Percent of students improving their score from previous year, schoolwide and by statistically significant subgroup	Mathematics Growth Report All Students: 68.7% improved, Accelerated Growth Low-income: 68.4% improved, Accelerated Growth English Learners: 67.8% improved, Average Growth Long-Term English Learners: 48.2% improved, Moderate Growth Homeless: 65.6% improved, Accelerated Growth Foster Youth: 73.3% improved, Accelerated Growth Students with Disabilities: 66.6% improved, Average Growth			Exceptional Growth districtwide and for each subgroup as reported by the Dashboard's Mathematics Growth Report	
1.17	Parent Support for School Instruction in the Visual and Performing Arts	Results from Spring 2026 parent survey on visual and performing arts instruction in schools: 95.57% of respondents say it is "extremely important" or "important" for schools to offer quality school	N/A	N/A	98% of respondents say it is "extremely important" or "important" for schools to offer quality school instruction in the visual and performing arts	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		instruction in the visual and performing arts 91.97% of respondents say school visual and performing arts instruction is "extremely important" or "important" for their child/children.			94% of respondents say school visual and performing arts instruction is "extremely important" or "important" for their child/children.	

Goal Analysis [2025-26]

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.

Descriptions of overall implementation of planned actions:

1.1 Standards-Based Materials
The district's implementation of its new TK-8 math curriculum -- Illustrative Mathematics v.360, published by Imagine Learning -- has gone well. The program's student-friendly, problem-based instructional structure has been well received by students and teachers. Teachers have participated in three publisher-provided trainings to date, and district math consultant Elizabeth Hammonds and the Educational Services team have provided additional trainings and support. Teachers increasingly are utilizing center kits to build math fluency in their students, and lessons are showing a higher level of student engagement around complex math concepts. Administrators have participated in two trainings by Hammonds that outlined the IM 360 program and provided "look fors" for when administrators observe math lessons. Now that teaching-and-learning practices are better aligned with California's new math framework, we expect that math achievement will continue to grow.

1.2 Teacher on Special Assignment (TOSA) Support
Four and a half TOSAs assigned to Educational Services (one served as a half-time administrator, half-time TOSA) have continued to work hard 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. Special areas of emphasis for 2026-2027 included supporting the math adoption, consolidating the progress of SEE Learning (the district's adopted social/emotional learning curriculum), improving the district's efforts in teaching writing, arranging classroom observations where newer teachers could see experienced teachers in action, and filming demonstration lessons with the goal of building a lesson library. 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). Members of the TOSA team impressed when they updated OUSD trustees on their work at a curriculum board meeting on February 25, 2026.

1.3 Executive Director of Curriculum & Instruction
The executive director of curriculum & instruction continued to do impactful work in supporting student achievement, supporting school administrators, organizing pertinent professional development, and leading the district's team of TOSAs. With her leadership, the district this year assembled a task force to work on improved writing instruction and improved writing achievement. She has been selected to be the district's new assistant superintendent of educational services in 2026-2027 (the current assistant superintendent is retiring).

1.4 Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring
Acadience (reading, 3x/year, grades K-3 and identified students), Universal Screener for Number Sense (USNS) (math, 2x/year, grades TK-2), and NWEA (reading and math, 3x/year, grades 1-8) are utilized across the district as assessment tools for progress monitoring. These results are utilized in "focus folders" compiled by teachers to group students by level of academic need. The district also implemented the Amira reading screener for grades K-2 to meet the SB 114 requirement for screeners for reading difficulties, including dyslexia. 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
Grade-level and departmental PLCs this school year have continued to dedicate two meetings per month to analysis of data, planning of interventions, and other collaborative planning around the needs of unduplicated students. The district recognized two PLC teams with the #WeAreOrcutt Award for exemplary practice in data analysis, collaborative instructional planning, and implementation of academic interventions.

1.6 Principal PLCs
Elementary and secondary "Principal PLCs" have continued to be important forums for analysis and action 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, promoting school attendance, tasks for site PLC teams, the EduClimber platform for student data, and the Student Success Team process.

1.7 On-Site Academic Intervention
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 third year. Teachers are utilizing "cool-downs" (also known as exit tickets) from the new IM 360 program to provide students specific, targeted, "just in time" intervention.

1.8 Professional Consulting Support
The district continued to work with math consultant Elizabeth Hammonds on effective Tier 1 and Tier 2 practices, curriculum pacing, and the math adoption (see narrative for Action 1.1). English/language arts consultant Terri Barclay has worked with teachers on writing task forces in grades K-2, 3-5, and 6-8. They are aligning improvement efforts with the book "The Writing Revolution," which 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
The Educational Services team continues to support designated and integrated ELD for English Learners. The team has focused this school year on ELD at the district's junior high schools, as a master schedule change afforded time for consistent ELD delivery at those sites. We continue to strive for a rate of English Learner progress higher than the 42.8% making progress in 2024-2025. We also would like to have reclassification rates higher than the 2024-2025 rates of 11.45% for English Learners and 19.80% for Long Term English Learners.

1.10 Support for Foster Youth and Students Experiencing Homelessness
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. This year, an administrator assigned to oversee foster/homeless support worked directly with families of homeless students, foster care providers, and Short-Term Residential Therapeutic Program (STRTP) facilities for foster youth in connecting students with community and educational resources. A future need is more coordination with STRTPs around academic and behavioral support for their students.

1.11 SEE Learning (Social/Emotional Learning Curriculum)
Implementation of the SEE Learning social/emotional learning curriculum is proceeding well with support from the district's SEE Learning leadership team. The SEE Learning Play program for transitional kindergarten was piloted this year. A district showcase was held on March 13 to highlight the district's implementation of SEE Learning. The event was well attended, and those present appreciated the opportunity to see teachers and students in SEE Learning lessons. The showcase also received coverage in the local media, thereby expanding community awareness of the curriculum.

1.12 Math Intervention - Physical Education Instruction by Credentialed Teachers for Students in Grades TK-6
Dedicated time for math intervention is fundamental for improving math proficiency in grades 1-6. In their third year of implementing math intervention, elementary classroom teachers are using "cool downs" (formerly exit tickets) from the new IM 360 curriculum to assess student needs in math; additionally, grade-level teams increasingly are sharing students, with students at a grade level grouped by 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
Dedicated time for math intervention is fundamental for improving math proficiency in grades 1-6. As mentioned above, elementary classroom teachers are using "cool downs" (formerly exit tickets) from the new IM 360 curriculum to assess student needs in math; additionally, grade-level teams increasingly are sharing students, with students at a grade level grouped by 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

In August 2025 the district offered paid days of preservice curriculum training to new teachers, and close to 100% participated. The training enabled these teachers to get a head start on curriculum, including pacing, online components, ELD components, student assessments, and more. This has become an integral support for new teachers.

1.15 Instructional Assistant Support for Kindergarten Students
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
Co-taught courses are under way at the district's three secondary sites. Administrative support, collaboration time, and professional development have been implemented in support of this. The new junior high school master schedule -- with 62-minute periods for English, math, and science classes -- is beneficial for co-teaching in that the model of teaching a lesson, checking for understanding, and following up with "just in time" intervention works well for students with disabilities. The new IM 360 math curriculum also has more resources for students with disabilities that aligns with a co-teaching format. Teaching partnerships take time to reach capacity, and we expect continued growth with co-teaching practices in 2026-2027.

1.17 Restructure Junior High School Master Schedule
The two junior high schools have implemented a new master schedule that affords 62-minute periods for English, math, science, and P.E., and less time for history and electives. The move was made to improve student achievement by having a classroom session long enough for an initial lesson followed by checking for understanding and immediate follow-up ("just in time" intervention) by the classroom teacher. Putting the new schedule in operation has been a process. Some teachers initially taught for the full length of the longer course period ("bell to bell") but as the year progressed learned to capitalize on the 15 minutes or so allotted for intervention. History teachers have been challenged with less time for instruction and have needed to focus on more essential components of the curriculum. P.E. now has a surplus of instructional minutes, and staff are looking at utilizing P.E. time for pullout support for students in 2026-2027. Student input on the change has mostly been positive. Students commented that they appreciate the extra time to work on projects or get a head start on homework and extra time in science for labs and lab write-ups. Some students reported being confused by the A/B schedule -- i.e., whether it is an "A" or "B" day.

1.18 Improved Differentiation and Support via Artificial Intelligence (AI)
Pockets of genuine AI innovation can be seen around the district, as approximately a quarter to a third of classroom teachers are utilizing Magic School AI with students (usage data shows this). The most common application of Magic School AI is to provide immediate help for students who are struggling with a skill or concept taught in the classroom; the platform serves as a "guided tutor" by not giving correct answers to students, but rather guiding students toward correct processes for finding the answer. Brisk Teaching AI was not implemented because the district wanted to keep the focus for innovation on Magic School AI. An AI leadership group consisting of 20 teachers works with the executive director of technology and educational services on planning next steps. Google Workspace Plus contains Gemini AI and is housed in the Google platform already being used districtwide, so this appears to be the next area of focus rather than Brisk Teaching AI.

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:

- 1.4 Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring, $128,389, $46,562 more than budgeted. The Educational Services team incurred more staff expenses than anticipated due to the need to do an administration of the Amira screening tool (our district's adopted SB 114 screener for 2025-2026) in addition to three administrations of the Acadience assessment.
- 1.9 English Language Development (ELD) Support, $28,930, $11,070 less than budgeted. The purchased Imagine Learning software cost less than anticipated.
- 1.10 Support for Foster Youth and Students Experiencing Homelessness, $35,682, $19,635.24 less than budgeted. Expenses came in under budget because Title 1 funding was used to support students experiencing homelessness.

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:

CAASPP proficiency data shows uneven outcomes for unduplicated subgroups in both English/language arts and mathematics. In CAASPP E/LA testing, two unduplicated subgroups saw their proficiency increase between 2023 and 2025: low-income students, 4.31% growth; and students experiencing homelessness, 10.64% growth. In CAASPP math testing, two unduplicated subgroups made progress: low-income students, 4.56% growth; and foster youth, 10.98% growth. That said, we do believe we have traction in mathematics. The California School Dashboard's Mathematics Growth Report termed the district's progress in math "accelerated" because 68.7% of students improved their score from the previous year. One subgroup, Asian students (91.7% of students improving their score from the previous year), made "exceptional" growth, while seven subgroups made "accelerated" growth: Socioeconomically Disadvantaged (68.4%), Foster Youth (73.3%), Homeless (65.6%), American Indian students (69.2%), Filipino students (73.5%), Two or More Races (64.2%), and White students (71.4%). Additionally, while the districtwide group made a small step on the Dashboard (30.3 points below standard, maintained 2.7 points), several subgroups made Dashboard improvement in math: English Learners (77.5 points below standard, increased 4.4 points), Homeless (66.1 points below standard, increased 13.7 points), Socioeconomically Disadvantaged (49.7 points below standard, increased 8.8 points), Filipino students (22 points above standard, increased 7.3 points), White students (2.5 points below standard, increased 9.2 points), and Two or More Races (8.7 points above standard, increased 19.3 points). Given these trends, we rate the following LCAP actions as effective, with the ever-present need for continual refinement in the years to come:

- 1.1 Standards-Based Materials
- 1.2 Teacher on Special Assignment (TOSA) Support
- 1.3 Executive Director of Curriculum & Instruction
- 1.4 Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring
- 1.5 Targeted Professional Learning Community (PLC) Work
- 1.6 Principal PLCs
- 1.7 On-Site Academic Intervention
- 1.8 Professional Consulting Support
- 1.10 Support for Foster Youth and Students Experiencing Homelessness
- 1.12 Math Intervention - Physical Education Instruction by Credentialed Teachers for Students in Grades TK-6

- 1.13 Math Intervention - Art/Music Instruction for Students in Grades TK-6
- 1.14 Pre-service Curriculum Training for New Teachers

The English Learner Progress Indicator shows no progress from 2022-2023, as the 2024-2025 outcome of 42.8% making progress is down 6.6% from the 49.4% making progress in 2022-2023. Reclassification rate, meanwhile, have shown uneven progress. The overall English Learner reclassification rate for 2024-2025 of 11.46% is up 1.42% from 2022-2023, while the Long Term English Learner reclassification rate of 19.80% is down 8.37% from 2022-2023. We would characterize the following action as somewhat effective and will seek improvements moving forward:

- 1.9 English Language Development (ELD) Support

Suspension rates districtwide have risen from 5.0% in 2022-2023 to 5.7% in 2024-2025. Unduplicated subgroup suspension rates have remained higher than the districtwide rate; in 2024-2025, they were 6.9% for low-income students, 7.1% for English Learners, 15.5% for Long Term English Learners, 27.5% for foster youth, and 8.4% for students experiencing homelessness. So far this school year, the suspension rate is 4.09% districtwide, and all unduplicated subgroups except students experiencing homelessness have suspension rates above the districtwide rate. This said, educational partner feedback on the following action has been positive, and we believe that over time it will produce improvements in the sense of connectedness students feel with peers, staff, and their school with the end result of reducing severe behavior that merits suspension. We rate this action as effective:

- 1.11 SEE Learning (Social/Emotional Learning Curriculum)

The suspension rate for grades TK-3 has gone from 2.4% in 2023-2024 and 4.8% in 2024-2025 down to 2.12% so far this school year. These rates are substantially higher than suspension rates for these grade levels statewide and in other local school districts. The following action has an important role to help promote positive behavior in kindergarten, and we rate it effective:

- 1.15 Instructional Assistant Support for Kindergarten Students

CAASPP proficiency data shows some progress for students with disabilities: an 0.87% increase in proficiency in CAASPP E/LA testing from 2023 to 2025 and an 0.39% increase in proficiency in CAASPP math testing. The following action is intended to impact this subgroup's performance in junior high school, but because it was introduced in 2024-2025 we consider it emerging:

- 1.16 Co-taught Core Courses at Junior High Schools

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. Because the following action was implemented in 2025-2026 and we do not yet have CAASPP data for the current year, we rate it as emerging:

- 1.17 Restructure Junior High School Master Schedule

Principal SAMR Survey on Technology Integration results show a 13.18% increase from 2024 to 2026 in transformational technology use and a 5.37% increase in technology use with a "somewhat or direct" connection to the lesson. This shows a leveling-up in technology use for learning, but we also know that the following action has not been implemented to the extent planned. Accordingly, we rate it as emerging:

- 1.18 Improved Differentiation and Support via Artificial Intelligence (AI)

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.

We enhanced Metrics 1.1, 1.2, and 1.3 on CAASPP English/language arts and math proficiency and on the California Science Test. We have added proficiency percentages for Lakeview and Orcutt junior high schools so as to assess the effectiveness of Action 1.17 Restructure Junior High School Master Schedule. We have added proficiency percentages for Olga Reed School so as to assess the effectiveness of new Action 1.22 Equity for School with Highest UDP Percentage.

We modified a metric for accuracy. For Metric 1.6 Appropriately Assigned and Fully Credentialed Teachers, we now are utilizing Teaching Association Monitoring Outcomes (TAMO) data for percentage of teaching assignments that are clear.

We have opted to add metrics associated with the California School Dashboard's growth reports for English/language arts and mathematics achievement. We believe these reports -- which show the percent of students districtwide and by UDP subgroup making progress relative to the previous year -- illuminate student progress in an important way and are a good complement for the CAASPP data showing the percent of students meeting/exceeding standard districtwide and by subgroup. These reports can be found directly beneath the CAASPP E/LA and math data respectively.

We chose to add a metric associated with a parent survey on the role of visual and performing arts instruction in our schools. The survey's results show the level of parent support for the arts and have the spillover benefit of providing insight and guidance for the Orcutt Children's Arts Foundation as it plans for 2026-2027.

Under this goal, we are expanding two actions and discontinuing one based on review and analysis of how 2025-2026 has gone:

- Action 1.2 TOSA Support is being expanded to add one and a half Teachers on Special Assignment for 2026-2027. This is being done to expand site-based support for teachers around implementing LCAP actions and addressing the needs of unduplicated pupils.
- Action 1.3 Executive Director of Curriculum & Instruction is being discontinued for 2026-2027. The current executive director is being promoted to the position of assistant superintendent of educational services in 2026-2027. The district has chosen to re-allocate administrative duties into a new position established by Action 1.19 (see narrative below).
- Action 1.8 Professional Consulting Support is being expanded to include additional funding for consultants. Consultants have been providing important guidance and professional development in math instruction (Elizabeth Hammonds and Michele Douglass) and writing instruction (Terri Barclay), and this work will continue. The district would like to bring on Lizzie Rodriguez to work with administrators and school leadership teams to develop and implement a plan to expand use of restorative practices at school sites. The district would like to bring on multiple consultants to support integration of artificial intelligence (AI) to increase differentiation and individualization of learning for students (Action 1.18).

We also are introducing four new actions associated with this goal:

- Action 1.19 Executive Director of Learner Support Services. This newly created administrative position will oversee the district's MTSS plan for academic support and intervention, ELO-P programming, state and district assessment programs, student discipline, and liaison support for families. The position will report to and work closely with the assistant superintendent of educational services.
- Action 1.20 Coordinator of Academic Intervention and Enrichment. Unduplicated students will benefit from continuity between the district's efforts in during-school and afterschool academic intervention and enrichment. This is a redefined position that will be filled

by an administrator already working on afterschool academic intervention and enrichment. After operating ELO-P academic intervention and enrichment for two years, we have arrived at the conclusion that students will profit from a stronger through-line between during-school interventions and what we offer after school. Having the same person overseeing both will ensure that.

- Action 1.21 Bilingual Instructional Assistants. We have received strong input from educational partners about the struggles, especially at the junior high school level, of newcomer English Learners who are trying to keep up academically while also learning English. Bilingual instructional assistants can support these students during classroom instruction as well as via pull-out for reteaching, assisting with assignments and classwork, and frontloading content.
- Action 1.22 Equity for School with Highest UDP Percentage. Over 90% of Olga Reed School's students are unduplicated. The school is seeing a drop in enrollment, and typical staffing formulas would have the school losing a teacher in 2026-2027. Preserving a teaching position would enable a small school with 10 grade levels to be in a better position to deliver quality grade-level academic instruction to its students. Additionally, the school's remote location means it struggles with substitute teacher coverage, with the result that academic intervention and special programs often are disrupted because hourly support teachers need to be pulled to substitute. A contracted substitute teacher assigned to this school site will be a step toward preventing these disruptions.

We see all of these new actions as important steps to improve outcomes for 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
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. 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	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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 2025 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners, Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities		
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 (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	$591,618.79	Yes

Action #	Title	Description	Total Funds	Contributing
		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: 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
		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 This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners Patterson Road School - English Learners Pine Grove School - Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities, Hispanic students Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners, Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Science Achievement: Orcutt Junior High School - Students with Disabilities		

Action #	Title	Description	Total Funds	Contributing
		This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress: Patterson Road School - English Learners		
1.3	Executive Director of Curriculum & Instruction	This action will be discontinued in 2026-2027. For reference, following is the original narrative for the action: 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. 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	$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 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: 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:		

Action #	Title	Description	Total Funds	Contributing
		Alice Shaw School - English Learners Olga Reed School - English Learners Pine Grove School - English Learners This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners Patterson Road School - English Learners Pine Grove School - Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities, Hispanic students Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners, Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Science Achievement: Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress: Patterson Road School - English Learners		

Action #	Title	Description	Total Funds	Contributing
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 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	$154,419.20	Yes

Action #	Title	Description	Total Funds	Contributing
		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 This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners Patterson Road School - English Learners Pine Grove School - Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities, Hispanic students Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement:		

Action #	Title	Description	Total Funds	Contributing
		OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners, Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities		
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	$0.00	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 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: 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:		

Action #	Title	Description	Total Funds	Contributing
		Alice Shaw School - English Learners Olga Reed School - English Learners Pine Grove School - English Learners This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners Patterson Road School - English Learners Pine Grove School - Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities, Hispanic students Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners, Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Science Achievement: Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress: Patterson Road 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 This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners		

Action #	Title	Description	Total Funds	Contributing
		Alice Shaw School - English Learners Patterson Road School - English Learners Pine Grove School - Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities, Hispanic students Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners, Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Science Achievement: Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress: Patterson Road 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 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,	$571,244.19	Yes

Action #	Title	Description	Total Funds	Contributing
		and math games or manipulatives that build number sense. Teachers can use "cool downs" (formerly exit tickets) from the new IM 360 curriculum to assess student needs in math and plan intervention accordingly. 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: OUSD - Long Term English Learners		

Action #	Title	Description	Total Funds	Contributing
		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 2025 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners Patterson Road School - English Learners Pine Grove School - Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities, Hispanic students Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners, Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities		
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	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		elements of district-adopted instructional materials, addressing the needs of unduplicated students, instructional leadership, and more. Focus area for 2026-2027 are student math achievement, student writing achievement, restorative practices, and AI integration. 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 Orcutt Junior High School - Students with Disabilities		

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 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 2025 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners Patterson Road School - English Learners Pine Grove School - Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities, Hispanic students Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners, Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities		
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	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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: 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 This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress: Patterson Road 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.	$22,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Foster Youth This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Foster Youth		
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 and a retired administrator will continue to support implementation of SEE Learning in 2026-2027.	$3,052.40	Yes
1.12	Math Intervention - Physical Education Instruction by Credentialed Teachers for Students in Grades TK-6	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. 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	$760,338.91	Yes

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 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 2025 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners, Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities		
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. 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	$723,660.72	No

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 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 2025 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners, Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities		
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.	$297,955.88	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	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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: 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 2025 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement:		

Action #	Title	Description	Total Funds	Contributing
		OUSD - Students with Disabilities Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - 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 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 2023 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement:	$504,784.51	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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 This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement:		

Action #	Title	Description	Total Funds	Contributing
		OUSD - Students with Disabilities, Foster Youth, Long Term 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 2025 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Science Achievement: Orcutt Junior High School - Students with Disabilities		
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 an AI platform 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. The program 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	$27,610.00	No

Action #	Title	Description	Total Funds	Contributing
		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: 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
		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 This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners Patterson Road School - English Learners Pine Grove School - Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities, Hispanic students Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners, Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Science Achievement: Orcutt Junior High School - Students with Disabilities		

Action #	Title	Description	Total Funds	Contributing
		This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress: Patterson Road School - English Learners		
1.19	Executive Director of Learner Support Services*	This newly created position for 2026-2027 will oversee the district's MTSS plan for progress monitoring and academic support and intervention, assessment systems, ELO-P programming, student discipline, and community liaison support for families. 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 the assistant superintendent of educational services, the new coordinator of academic intervention and enrichment (see narrative for Action 1.20), and TOSAs to make sure student programs are meeting the needs of unduplicated 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 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	$187,554.11	Yes

Action #	Title	Description	Total Funds	Contributing
		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 This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red		

Action #	Title	Description	Total Funds	Contributing
		rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners Patterson Road School - English Learners Pine Grove School - Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities, Hispanic students Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners, Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Science Achievement: Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress: Patterson Road School - English Learners		
1.20	Coordinator of Academic Intervention and Enrichment*	This newly created position for 2026-2027 will oversee during-school and afterschool academic intervention and enrichment programs and coordinate same with school site and ELO-P leadership. These programs will be focused on improving academic achievement and school	$178,454.54	Yes

Action #	Title	Description	Total Funds	Contributing
		engagement for unduplicated students and students with disabilities. The coordinator will handle scheduling and staffing, provide professional development to participating teachers, hold teachers accountable to expectations for intervention and enrichment, and regularly review and analyze data associated with students participating in intervention and enrichment. Unduplicated students and students with disabilities will benefit from the district having a through-line between during-school and after-school 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 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 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 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 This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners Patterson Road School - English Learners Pine Grove School - Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities, Hispanic students This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement:		

Action #	Title	Description	Total Funds	Contributing
		OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners, Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress: Patterson Road School - English Learners		
1.21	Bilingual Instructional Assistants*	Newcomer English Learners need more support with content-area instruction. Bilingual instructional assistants can provide assistance with frontloading and reviewing content and tutoring as needed. Bilingual IAs will be assigned by Educational Services to impacted schools, with special emphasis on junior high school support. 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: Alice Shaw School - English Learners Ralph Dunlap School - 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 Mathematics Achievement: Ralph Dunlap School - English Learners Lakeview Junior High School - 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:	$186,406.90	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/Language Arts Achievement: OUSD - Long Term English Learners Lakeview Junior High 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 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 This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Long Term English Learners Alice Shaw School - English Learners 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 2025 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 Ralph Dunlap School - English Learners This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress: Patterson Road School - English Learners		
1.22	Equity for School with Highest UDP Percentage*	Olga Reed School, a rural school with an unduplicated pupil percentage of 90-plus%, faces challenges in providing equitable academic opportunities for its students. First, enrollment has decreased, and the district's typical formula for staffing would correspond to a decreased staffing level that would inhibit the school's ability to provide quality grade-level instruction to its students. Second, the school's remote location (it is 15 miles from both Orcutt/Santa Maria and the Santa Ynez Valley) means it has significant difficulty landing substitute teachers, with the result that hourly support teachers frequently need to be called to substitute for classroom teachers and intervention and special programs are interrupted. This action would address these issues by funding (1) an additional classroom teacher for Olga Reed and (2) a contracted substitute teacher who is assigned to this school site. 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: Olga Reed School - English Learners	$172,620.00	Yes

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 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%.	93.92% for 2024-2025. The district attendance rate for 2025-2026 to date (April 2, 2026) is 94.62%.	96% or higher	+ 1.10%
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 18.4% - Socioeconomically Disadvantaged	2024-2025 Chronic Absenteeism Rates 15.2% - All Students 9.8% - African American 9.5% - American Indian 7.5% - Asian 14.8% - Filipino 16.4% - Hispanic or Latino 13.0% - White 16.2% - Two or More Races N/A% - Declined to State 10.8% - English Learners 19.7% - Long Term English Learners (LTELs) 31.6% - Foster Youth 24.7% - Homeless 18.3% - Socioeconomically Disadvantaged	7% or lower districtwide and for each subgroup	All Students: - 8.1% African American: - 12.4% American Indian: - 19.1% Asian: - 2.8% Filipino: + 12.6% Hispanic or Latino: - 8.9% White: - 6.6% Two or More Races: - 9.2% Declined to State: N/A English Learners: - 6.8% Long Term English Learners (LTELs): - 1.3% Foster Youth: - 13.4% Homeless: - 6.8% Socioeconomically Disadvantaged: - 10.7% Students with Disabilities: - 10.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			20.2% - Students with Disabilities	22.4% - Students with Disabilities 2025-2026 Chronic Absenteeism Rates (as of April 8, 2026) 10.9% - All Students 10.7% - African American 8.7% - American Indian 12.2% - Asian 0.0% - Filipino 12.2% - Hispanic or Latino 9.3% - White 7.3% - Two or More Races 9.3% - Declined to State 7.5% - English Learners 4.4% - Long Term English Learners (LTELs) 17.9% - Foster Youth 13.6% - Homeless 13.6% - Socioeconomically Disadvantaged 14.2% - Students with Disabilities		
2.3	Middle School Dropout Rates	0% in 2022-2023	0% in 2023-2024	0% in 2024-2025	0%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				No junior high school dropouts to date in 2025-2026		
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 1.9% - Grades TK-3	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 7.5% - Socioeconomically Disadvantaged 8.8% - Students with Disabilities 2.4% - Grades TK-3	2024-2025 Suspension Rates 5.7% - All Students 4.9% - African American 9.5% - American Indian 0.0% - Asian 0.0% - Filipino 6.2% - Hispanic or Latino 5.4% - White 4.1% - Two or More Races N/A% - Declined to State 7.1% - English Learners 15.5% - Long-Term English Learners (LTELs) 27.5% - Foster Youth 8.4% - Homeless 6.9% - Socioeconomically Disadvantaged 11.9% - Students with Disabilities 4.8% - Grades TK-3 2025-2026 Suspension Rates	2% or lower districtwide and for each subgroup	All Students: + 0.7% African American: - 12.9% American Indian: + 4.7% Asian: - 4.9%% Filipino: - 2.2% Hispanic or Latino: + 1.0% White: + 0.4% Two or More Races: + 1.4% Declined to State: N/A English Learners: + 1.9% Long-Term English Learners: N/A Foster Youth: - 1.8% Homeless: + 1.3% Socioeconomically Disadvantaged: + 0.7% Students with Disabilities: + 1.7% Grades TK-3: +2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(as of April 8, 2026) 4.09% - All Students 10.71% - African American 8.70% - American Indian 0.00% - Asian 4.55% - Filipino 4.44% - Hispanic or Latino 3.21% - White 3.64% - Two or More Races 4.10% - Declined to State 4.51% - English Learners 8.85% - Long Term English Learners (LTELs) 17.86% - Foster Youth 4.07% - Homeless 4.39% - Socioeconomically Disadvantaged 7.91% - Students with Disabilities 2.12% - Grades TK-3		
2.5	Pupil Expulsion Rates	0% in 2022-2023	0% in 2023-2024	0% in 2024-2025 No expulsions to date in 2025-2026	0%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	Responses to student survey items from January 2026: Grade 5 survey: "Do you feel safe at school?" • 82% feel safe all or most of the time Grade 7 survey: "How safe do you feel when you are at school? • 64% 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?" + 3% feel safe all or most of the time Grade 7 survey: "How safe do you feel when you are at school? + 3% feel very safe or safe

Goal Analysis [2025-26]

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.

Descriptions of overall implementation of planned actions:

2.1 Multi Tiered System of Support (MTSS) Plan for Behavior
While severe student behaviors still occur, their frequency has declined relative to the past two school years. All schools have been holding regular MTSS meetings to analyze behavior data and talk through behavioral situations. The district CARES (Comprehensive Alignment of Resources and Educational Supports) continues to meet to provide a structured response to staff-referred students exhibiting the highest levels of concerning behaviors, with the goal to ensure these students receive targeted interventions and resources. Partners for the CARES team include Santa Barbara County Behavioral Wellness and the Santa Barbara County Sheriff's Department. All counselors, psychologists, and site administrators were trained in the CSTAG (Comprehensive School Threat Assessment Guidelines) threat assessment. PBIS

(Positive Behavioral Interventions and Supports) programs at sites are associated with this action; site expenses this school year were lower than anticipated (see narrative for material differences).

2.2 Behavioral Supports for Identified Students
The district currently has three Board Certified Behavior Analysts (BCBAs) and six behavior aides (each elementary site has a full-time behavior aide). Due to Learning Recovery Emergency Block Grant (LREBG) funding, in 2025-2026 the district was able to add one psychologist and one psychologist intern so every elementary site had a full-time psychologist available to support students. This has been important in addressing behaviors, because the most significant behavioral needs have been at the elementary level. Additionally, this has allowed the psychologist and counselor assigned to a site to collaborate more closely around student needs. The district also has added instructional assistants to meet student behavioral needs as dictated by Individualized Education Programs (IEPs). As mentioned earlier, severe behaviors still occur, but not at the frequency of the past two school years.

2.3 Supporting Positive Behavior at Junior High Schools
Orcutt Junior High School has continued to offer a restorative practices course as an alternative to suspension. 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 reducing the suspension rate at OJHS. As of April 13, 2026, the suspension rate at OJHS was 3.92% (21 students suspended), notably lower than 7.92% (38 students suspended) at the same point in April 2025. To this point, the district has not been able to find staff to implement a similar course at Lakeview Junior High School.

2.4 Attendance Incentives and Accountability
Student attendance has been a priority for the district this year. School staff have been utilizing the new Attendance Plus component of Parent Square (see narrative for LCAP Action 4.1) to see attendance trends and needs on the Attendance Plus dashboard and to have individualized communication with parents/guardians about student attendance. Additionally, the district gathered school vice-principals into an attendance work group charged with trying new strategies to boost attendance, with the goal of a 96% districtwide student attendance rate. Strategies in use include numerous attendance incentives and increased transparency around attendance. Some schools have sandwich boards or signs that display the 96% attendance goal along with the previous day's attendance rate. The efforts appear to be working as overall district attendance for 2025-2026 is improved from the previous school year. Meanwhile, 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 prosecution for truancy and involvement in the local School Attendance Review Board (SARB) has meant that SARB referrals have focused on collaborative problem solving, including connecting families to district and community resources.

2.5 Expanded Learning Opportunities Program (ELO-P) Enrichment Programming
ELO-P continues to be an important offering for unduplicated students. Targeted E/LA and math instruction was offered after school across the district, serving 268 students in grades K-8 four days a week for one hour each day. A total of 25 teachers led classes. Participating schools and grade levels included Alice Shaw, grades 2, 3, and 4; Joe Nightingale, grades K, 2, and 4; Patterson Road, grades K, 3, 4, 5, and 6; Pine Grove, grades K-6; and Ralph Dunlap, grades K, 2, 4, and 5. Class distribution districtwide included four kindergarten classes, one first-grade class, four second-grade classes, three third-grade classes, five fourth-grade classes, three fifth-grade classes, and two sixth-grade classes. In addition to academic support, three schools -- Alice Shaw, Pine Grove, and Ralph Dunlap -- offered fitness enrichment classes taught by a credentialed P.E. teacher. Joe Nightingale also implemented a six-week newcomer class for six students in grades 1-3

whose primary language is Mixteco. Students were recommended by teachers and administrators to strengthen literacy skills and provide additional language support. Note that more grade levels could be covered if more teachers could be recruited to participate; this is something to work on for 2026-2027. Another improvement area is having more continuity between during-school and afterschool intervention efforts; this will be addressed by new Action 1.20 Coordinator of Academic Intervention and Enrichment.

2.6 Inclusive Practices and Universal Design for Learning (UDL)
While only limited professional development in UDL was offered this school year, we have seen a growing recognition by teachers that students need to have multiple ways to access content and to show that they have learned it. Student choice -- i.e., multiple assignment options, choosing the format of a final project, etc. -- has purchase in classroom learning around the district. This said, it will be helpful to make UDL a part of professional development offerings in 2026-2027.

2.7 Special Education Program Specialist
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)
Reviews on the district's Special Education TOSA continue to be very positive. She is providing substantial support to Special Education and general education teachers around inclusive practices and support for students with disabilities. Secondary Special Education teachers have shared they would appreciate more support from the TOSA.

2.9 Counseling Support
Input from educational partners strongly supports the move for 2025-2026 to expand school counseling services so each elementary site would have a full-time counselor. Counselors have continued to provide individual and small-group counseling for students but also have initiated or participated in numerous preventive measures that have included skills training for students, structured play at recess, classroom presentations on social/emotional and mental health topics, support for the site's PBIS program, and school events around mental wellness. One elementary principal summed it up well: "I don't know how we managed before without full-time counselors."

2.10 Vice-Principal Support
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.

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, $4,871, $11,495 less than budgeted. Training and travel expenses and PBIS expenses associated with this action came in considerably lower than budgeted.

- 2.2 Behavioral Supports for Identified Students, $1,095,894, $370,147.98 more than budgeted. An additional psychologist, psychologist intern, and multiple additional instructional assistants were added for behavioral support during the 2025-2026 school year. The additional psychologist and psychologist intern were funded by Learning Recovery Emergency Block Grant funding.
- 2.4 Attendance Incentives and Accountability, no expenses, $1,000 less than budgeted. Sites used other funding for attendance incentives.
- 2.6 Inclusive Practices and Universal Design for Learning (UDL), no expenses, $30,500 less than budgeted. Planned trainings for UDL did not occur due to other priorities for PD.

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:

Suspension rates districtwide have risen from 5.0% in 2022-2023 to 5.7% in 2024-2025. Unduplicated subgroup suspension rates have remained higher than the districtwide rate; in 2024-2025, they were 6.9% for low-income students, 7.1% for English Learners, 15.5% for Long Term English Learners, 27.5% for foster youth, and 8.4% for students experiencing homelessness. So far this school year, the suspension rate is 4.09% districtwide, and all unduplicated subgroups except students experiencing homelessness have suspension rates above the districtwide rate. Meantime, educational partners have stated that the number of severe behavioral incidents has decreased this school year, and the percentages of fifth graders and seventh graders reporting on the California Healthy Kids Survey that they feel safe at school all or most of the time have each gone up 3% since 2023. So this is a mixed picture. The district recognizes that improvement has been made regarding severe behaviors, but it also acknowledges that much more work needs to be done to reduce the suspension rate. Moving forward, work is planned around restorative practices and exploring alternatives to suspension. Given all of this, we rate the following actions as effective, with the need for continued focus and collaboration in the years to come:

- 2.1 Multi Tiered System of Support (MTSS) Plan for Behavior
- 2.2 Behavioral Supports for Identified Students
- 2.7 Special Education Program Specialist
- 2.9 Counseling Support
- 2.10 Vice-Principal Support

Action 2.3 Supporting Positive Behavior at Junior High Schools has been implemented only at Orcutt Junior High School. The suspension rate at that site has gone from 8.5% in 2023-2024 and 8.7% in 2024-2025 to 3.92% for the 2025-2026 school year to date. We would classify this action as effective where we were able to put it in operation.

Overall district attendance has gone from 92.82% in 2022-2023 to 93.92% in 2024-2025 and 94.62% for the current school year to date. Chronic absenteeism has gone down, from 23.3% districtwide in 2022-2023 to 15.2% districtwide in 2024-2025 and 10.9% for the current school year to date. Some unduplicated subgroups -- foster youth (31.6% chronically absent in 2024-2025), students experiencing homelessness (24.7%), Long Term English Learners (19.7%), and low-income students (18.3%) -- continue to display rates of chronic absenteeism higher than the districtwide rate. We are making progress, and consider the following action effective, but know that more work needs to be done in this area moving forward:

- 2.4 Attendance Incentives and Accountability

CAASPP proficiency data shows uneven outcomes for unduplicated subgroups in both English/language arts and mathematics. In CAASPP E/LA testing, two unduplicated subgroups saw their proficiency increase between 2023 and 2025: low-income students, 4.31% growth; and students experiencing homelessness, 10.64% growth. In CAASPP math testing, two unduplicated subgroups made progress: low-income students, 4.56% growth; and foster youth, 10.98% growth. The following action has some impact on CAASPP outcomes, and we would rate it as emerging, with more work to be done moving forward:

- 2.5 Expanded Learning Opportunities Program (ELO-P) Enrichment Programming

CAASPP proficiency data shows some progress for students with disabilities: an 0.87% increase in proficiency in CAASPP E/LA testing from 2023 to 2025 and an 0.39% increase in proficiency in CAASPP math testing. Educational partners have stated that more progress needs to be made with UDL implementation, and we agree. We consider the following action somewhat effective:

- 2.6 Inclusive Practices and Universal Design for Learning (UDL)

Students with disabilities, who include many unduplicated pupils, are not performing academically at a level we desire. For this subgroup, CAASPP E/LA proficiency (15.16% meeting/exceeding), CAASPP math proficiency (13.31% meeting/exceeding), and CAST science proficiency (8.70% meeting/exceeding) all are well below districtwide proficiency levels. That said, we have received strong input from educational partners validating the support to Special Education teachers provided via the following action. We know there is considerable academic work to do with students with disabilities, but we consider this action effective:

- 2.8 Special Education Teacher on Special Assignment (TOSA)

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.

We have enhanced Metric 2.4 Pupil Suspension Rates to include suspension data for grades TK-3. We are using this as a metric to assess the effectiveness of Action 1.15 Instructional Assistant Support for Kindergarten Students. Reducing suspensions in grades TK-3 also will be a goal of the district's Differentiated Assistance work in 2026-2027.

Under this goal, we are expanding two actions and introducing one based on review and analysis of how 2025-2026 has gone:

- We are expanding Action 2.2 Behavioral Supports for Identified Students by leveraging Learning Recovery Emergency Block Grant (LREBG) funding to fund additional psychologist support in 2026-2027. For more, see narrative for Action 2.2.
- We are not planning expenditures for Action 2.4 Attendance Incentives and Accountability because sites have other funding for this purpose.
- We are expanding Action 2.9 Counseling Support to preserve the community navigator program at our junior high schools through the end of the 2026-2027 school year. Community navigators currently provide one day per week of service at our junior high schools and two days per week at our high school. The navigators connect families of students with acute mental health needs to community-based care -- a service sorely needed in a time when many counselors have full caseloads. They also run skill-building groups focused on skills such as managing stress, being organized for school, time management, etc. The navigators currently are provided for free by the Santa Barbara County Education Office due to a Mental Health Student Services Act (MHSSA) grant, but the MHSSA grant runs out in December 2026. LCAP funding will enable us to continue these services through the end of 2026-2027.

- We are expanding Action 2.10 Vice-Principal Support. In the interest of providing more behavioral support, improved student supervision and accountability, and improved instructional leadership around the needs of unduplicated students, the district plans an expansion of vice-principal support available at elementary sites.
- We are introducing Action 2.11 Data Specialist for Student Services. Our current data specialist is fully occupied with state reports and submissions and existing requests for data (as for this LCAP document). An additional data specialist is needed to more closely follow progress of unduplicated pupils with attendance, school behavior, and more.

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: • 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	$20,366.10	Yes

Action #	Title	Description	Total Funds	Contributing
		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 students, Two or More Races Alice Shaw School - Hispanic, Socioeconomically Disadvantaged, Students with Disabilities Joe Nightingale School - Schoolwide, Hispanic students, Socioeconomically Disadvantaged, Students with Disabilities Patterson Road School - Socioeconomically Disadvantaged Pine Grove School - White students, English Learners Ralph Dunlap School - Socioeconomically Disadvantaged This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Suspension Rate: OUSD - Students with Disabilities, Homeless, English Learners, Long Term English Learners, Hispanic Students Alice Shaw - Students with Disabilities, White students Joe Nightingale School - Schoolwide, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students, Two or More Races Olga Reed School - Schoolwide Orcutt School for Independent Study - Socioeconomically Disadvantaged Patterson Road School - Schoolwide, Homeless, Students with Disabilities, English Learners, Hispanic students, White students Pine Grove School - Students with Disabilities Ralph Dunlap School - Students with Disabilities Orcutt Junior High School - Socioeconomically Disadvantaged		

Action #	Title	Description	Total Funds	Contributing
2.2	Behavioral Supports for Identified Students	This action is supported by both LCAP and Learning Recovery Emergency Block Grant (LREBG) funds. 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. For 2025-2026 the district added one psychologist and one psychologist intern so every elementary site had a full-time psychologist available to support students (the district currently has a total of seven psychologists and two psychologist interns). This has been important in addressing behaviors, because the most significant behavioral needs have been at the elementary level. Additionally, this has allowed the psychologist and counselor assigned to a site to collaborate more closely around student needs. Research (U.S. Department of Education's 2021 report on "Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs") supports the role of psychologists in addressing children's behavioral needs and promoting behavioral and mental wellness. The additional psychologists have been supported by LREBG funds. The district anticipates an allocation of $185,545 in LREBG funds in 2026-2027, and this will be devoted to additional psychologist support. for students in association with this action. 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	$1,140,259.07	Yes

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 Suspension Rate: OUSD - Asian students, Two or More Races Alice Shaw School - Hispanic, Socioeconomically Disadvantaged, Students with Disabilities Joe Nightingale School - Schoolwide, Hispanic students, Socioeconomically Disadvantaged, Students with Disabilities Patterson Road School - Socioeconomically Disadvantaged Pine Grove School - White students, English Learners Ralph Dunlap School - Socioeconomically Disadvantaged This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Suspension Rate: OUSD - Students with Disabilities, Homeless, English Learners, Long Term English Learners, Hispanic Students Alice Shaw - Students with Disabilities, White students Joe Nightingale School - Schoolwide, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students, Two or More Races Olga Reed School - Schoolwide Orcutt School for Independent Study - Socioeconomically Disadvantaged Patterson Road School - Schoolwide, Homeless, Students with Disabilities, English Learners, Hispanic students, White students Pine Grove School - Students with Disabilities Ralph Dunlap School - Students with Disabilities Orcutt Junior High School - Socioeconomically Disadvantaged		
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	$64,710.88	Yes

Action #	Title	Description	Total Funds	Contributing
		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 2026-2027. 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 students, Two or More Races This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Suspension Rate: OUSD - Students with Disabilities, Homeless, English Learners, Long Term English Learners, Hispanic Students Orcutt Junior High School - Socioeconomically Disadvantaged		
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	$0.00	No

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 This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Chronic Absenteeism: OUSD - Students with Disabilities, Foster Youth, Homeless Joe Nightingale School - Hispanic students Olga Reed School - Schoolwide Orcutt School for Independent Study - Schoolwide, Socioeconomically Disadvantaged, Hispanic students Patterson Road School - Homeless, Students with Disabilities Lakeview Junior High School - Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities, English Learners, Hispanic students, White students Orcutt Junior High School - Students with Disabilities, Socioeconomically Disadvantaged		

Action #	Title	Description	Total Funds	Contributing
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 Orcutt Expanded Learning (formerly 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 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 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	$2,145,915.28	No

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 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 This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners Patterson Road School - English Learners Pine Grove School - Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities, Hispanic students This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement:		

Action #	Title	Description	Total Funds	Contributing
		OUSD - Students with Disabilities, Foster Youth, Long Term English Learners Alice Shaw School - English Learners, Students with Disabilities Ralph Dunlap School - English Learners, Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress: Patterson Road 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 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.	$30,500.00	No
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).	$184,639.90	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	$145,611.69	Yes

Action #	Title	Description	Total Funds	Contributing
		assess and respond to student needs. Special monitoring and attention will be invested in students with disabilities who also are unduplicated students.		
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. 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 students, Two or More Races Alice Shaw School - Hispanic, Socioeconomically Disadvantaged, Students with Disabilities Joe Nightingale School - Schoolwide, Hispanic students, Socioeconomically Disadvantaged, Students with Disabilities	$891,636.31	Yes

Action #	Title	Description	Total Funds	Contributing
		Patterson Road School - Socioeconomically Disadvantaged Pine Grove School - White students, English Learners Ralph Dunlap School - Socioeconomically Disadvantaged This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Suspension Rate: OUSD - Students with Disabilities, Homeless, English Learners, Long Term English Learners, Hispanic Students Alice Shaw - Students with Disabilities, White students Joe Nightingale School - Schoolwide, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students, Two or More Races Olga Reed School - Schoolwide Orcutt School for Independent Study - Socioeconomically Disadvantaged Patterson Road School - Schoolwide, Homeless, Students with Disabilities, English Learners, Hispanic students, White students Pine Grove School - Students with Disabilities Ralph Dunlap School - Students with Disabilities Orcutt Junior High 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. 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	$803,058.86	Yes

Action #	Title	Description	Total Funds	Contributing
		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 students, Two or More Races Alice Shaw School - Hispanic, Socioeconomically Disadvantaged, Students with Disabilities Joe Nightingale School - Schoolwide, Hispanic students, Socioeconomically Disadvantaged, Students with Disabilities Patterson Road School - Socioeconomically Disadvantaged Pine Grove School - White students, English Learners Ralph Dunlap School - Socioeconomically Disadvantaged This action/service will address the unique identified needs of the following student groups that in 2025 attained the lowest performance level (red rating) on the California School Dashboard in Suspension Rate: OUSD - Students with Disabilities, Homeless, English Learners, Long Term English Learners, Hispanic Students Alice Shaw - Students with Disabilities, White students Joe Nightingale School - Schoolwide, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students, Two or More Races Olga Reed School - Schoolwide Orcutt School for Independent Study - Socioeconomically Disadvantaged Patterson Road School - Schoolwide, Homeless, Students with Disabilities, English Learners, Hispanic students, White students Pine Grove School - Students with Disabilities Ralph Dunlap School - Students with Disabilities Orcutt Junior High School - Socioeconomically Disadvantaged		

Action #	Title	Description	Total Funds	Contributing
2.11	Data Specialist for Student Services*	In order to more closely follow progress of unduplicated pupils with attendance and school behavior, a data specialist is needed to assist site administrators, district administrators, and TOSAs in developing reports from Aeries attendance data, Parent Square Attendance Plus records, and EduClimber Office Discipline Referral and suspension data. Due to state-required reports and numerous other tasks, the district's current data specialists are at capacity; another data specialist needs to be added in order to better track unduplicated student outcomes.	$134,180.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 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 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 in 2024-2025 10/18/24 - OUSD/YMCA Swimming/Aquatic Safety Showcase	2 so far in 2025-2026 1/23/26 - OUSD Visual and Performing Arts Showcase	4 per school year	+ 1

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	3/13/26 - OUSD SEE Learning 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	19 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 Santa Barbara County District	Counting 24 so far in 2025-2026 Allan Hancock Community College California Army National Guard California Highway Patrol Casa Pacifica Creciendo Raices Job Development Program Fighting Back Santa Maria Valley First 5 Santa Barbara County Future Smiles of Santa Barbara County Guadalupe-Nipomo Dunes Center Love on a Leash MOVE Santa Barbara County	25	+ 13

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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	Orcutt Area Seniors in Service (OASIS) Orcutt Children's Arts Foundation Santa Barbara County Behavioral Wellness Santa Barbara County District Attorney's Department Santa Barbara County Education Office Santa Barbara County Sheriff's Department Santa Maria-Bonita School District Santa Maria Philharmonic Society Santa Maria Public Library Santa Maria Valley YMCA Serve Santa Maria STARBASE at Vandenberg Space Force Base United Boys & Girls Club of Santa Barbara County		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Number of Preschools and Childcare Centers in OUSD School Readiness Network	0 in 2023-2024	0 in 2024-2025	0 in 2025-2026	10 or more local preschools and childcare centers	No change

Goal Analysis [2025-26]

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.

Descriptions of overall effectiveness of planned actions:

3.1 Community Outreach Efforts
The district continues be engaged in its community and to invite community engagement in its schools and initiatives. Special events showcasing the district's visual and performing arts offerings and its SEE Learning social/emotional learning curriculum brought community and parent leaders onto OUSD campuses to see students and teachers in action. The Management Team continued to visit sites in the community that show programs, services, or industries relevant to the district's students and families; as examples, the team visited Marian Regional Medical Center in October and the Santa Barbara County Animal Services Orcutt facility in May. The Management Team also scheduled presentations on issues pertinent to the community; examples included updates on immigration enforcement and commercial sexual exploitation of youth. The district also is involved in community events. The superintendent presents at the annual State of Education event organized by the Santa Maria Valley Chamber of Commerce, and the district is part of planning for and will participate in "America 250" festivities in Santa Maria in July. Finally, the district has continued to serve as a positive catalyst for other schools and school systems in the Santa Maria Valley. Students from Orcutt Academy High School's Robotics Team hosted a Lego League robotics competition for local schools in November. The North County Math Super Bowl, which is hosted by the district for local students in grades 4-6, attracted 17 schools for a morning-long math competition in March. In March a district team launched the Quiet Hero Awards, a recognition intended for local students who carry heavy burdens, handle extra responsibility at home, and/or show courage, grit, and heroism in any other way. The ceremony hailed "quiet heroes" from our district as well as our neighboring Blochman, Santa Maria-Bonita, and Santa Maria Joint Union High School districts.

3.2 Student Support from Community Partners
The district continues to accrue community partners that make substantial contributions (volunteer, funding, and/or in-kind support) to the district or district initiatives. Among the district's newer partners are the county's Creciendo Raices job development program, which provided a tri-lingual (English, Spanish, and Mixteco) intern to assist community liaisons with translation and service for families; Future Smiles of Santa Barbara County, which worked with the district's Health Services team to provide fluoride rinse treatments and dental hygiene education to TK and K students in Los Alamos; and Love on a Leash, which regularly brings therapy dogs to visit students at the district's junior high schools.

3.3 Student Enrichment Opportunities in Community
The district continued enrichment activities begun in previous years. Orcutt elementary schools were graciously invited to participate in a fall flag football league organized by the Santa Maria-Bonita School District; two schools (Patterson Road and Pine Grove) accepted the invitation, and participating students had a ball. Additionally, the local junior high school soccer league has gained a solid foothold in our district. Lakeview JHS, Orcutt JHS, and a combined Olga Reed/Orcutt Academy K-8 entry from Los Alamos have participated in both girls' and boys' competition. Input from these schools has been very positive, as students appreciate the opportunity to be in a springtime sport. The district's swim/aquatic safety program done in partnership with the Santa Maria Valley YMCA continues to be an important opportunity for fourth graders; YMCA data taken from parents showed that 52% of OUSD fourth graders participating in the lessons had no or little experience in the water.

3.4 School Readiness Network
While the district ultimately would like to organize a school readiness network including licensed preschools and early childhood centers within the OUSD and in southern Santa Maria, its focus in school preparedness has taken a different direction. A OUSD Parent University web page has been created (https://www.orcuttschools.net/university), and the plan is to populate it with educational videos and pertinent information for incoming TK/K parents with help from the district's new video production unit. Additionally, a districtwide informational night for incoming TK and K parents on April 29 at Alice Shaw School was well attended. The night -- which included a presentation on the district's TK/K program, information on other offerings such as ELO-P and the TK summer jump start program, and information on how parents can help their children to be ready for school -- filled the school's multi-use room.

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, no expenses, $20,000 less than budgeted. The district did not incur expenses associated with this action. Community activities organized/hosted by the district paid for themselves due to sponsorships and registrations.
- 3.3 Student Enrichment Opportunities in Community, $134,850, $38,431 more than budgeted. Expenses reflect additional costs for the YMCA Swim Lessons district-wide.
- 3.4 School Readiness Network, no expenses, $30,000 less than budgeted. This action is focused on parent education and a TK/K parent event that have not incurred expenses to this point.

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:

The district showcase events have numbered three in 2024-2025 and two in 2025-2026. The district has set a target for four showcase events per year; nevertheless, the events that have taken place have been well attended and well received, and we rate the following action as effective:

- 3.1 Community Outreach Efforts

The number of substantial community partners has risen dramatically in the past three years, from 11 in 2023-2024 to 24 so far in 2025-2026. We rate the following actions as highly effective:

- 3.2 Student Support from Community Partners
- 3.3 Student Enrichment Opportunities in Community

Action 3.4 School Readiness Network has not been implemented as initially envisioned. Although we are pleased with the TK/K information nights and OUSD Parent University that is being developed, we rate this action as incomplete.

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.

In Action 3.3, the district will expend fewer funds due to the availability of alternative funding sources with a spending deadline of June 30, 2026.

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.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• SBCEO also has arranged to station at the district's secondary sites community navigators who help steer the families of students with significant mental health needs to community-based care. • Fighting Back Santa Maria Valley is another valuable partner, working with the district on drug/tobacco use prevention, parent education, and more. • The California Army National Guard provided DARE instruction for sixth graders 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 2026-2027 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 two or more elementary schools 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.	$73,780.46	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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		enrollment in district transitional kindergarten and kindergarten programs. This effort is associated with the district's First 5 Early Learning Plan.		

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 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)	School Communication Level (Spring 2025 Parent Survey)	School Communication Level (Spring 2026 Parent Survey)	90% of parent survey respondents rate school-home	+ 2.76%

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"	48.76% - Excellent 42.98% - Good 7.02% - Fair 1.24% - Poor 91.74% of parents rate school-home communication as "excellent" or "good"	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	Parent Involvement Level (Spring 2026 Parent Survey) 19.28% - Extremely involved 34.98% - Very involved 40.36% - Somewhat involved 5.38% - Not involved 94.62% 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	- 0.54%
4.3	Annual School Survey on School Culture	Responses to two parent survey items from Fall 2023: "Parents feel welcome	Due to changes in the School Plan for Student Achievement process, 3 of the	Due to changes in the School Plan for Student Achievement process, no	All 9 schools have 85% of respondents indicating "agree" or "strongly agree"	No data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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"	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"	schools gave a parent survey in 2025-2026.	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, Including Families of Unduplicated Pupils and Students with Disabilities	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 Augmentative Communication)	14 in 2024-2025 (7 parent education nights, 1 DARE community event, and 6 Julia Robinson Math Festival events)	17 so far in 2025-2026 (6 parent education nights, 4 school safety presentations for parents, 6 Julia Robinson Math Festival events, and 1 TK parent information night)	15 or more per school year	+ 10

Goal Analysis [2025-26]

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.

Descriptions of overall implementation of planned actions:

4.1 School-Home Communication Platform
Parent Square remains a vital school-home communication platform. Its new Attendance Plus feature has been a hit with school administrators and office staff, as it allows them to see attendance trends and needs on the Attendance Plus dashboard and to have individualized communication with parents/guardians about student attendance.

4.2 Improved Marketing and Accessibility of District for Parent and Community Engagement
The district has invested time and effort this school year into improving its accessibility for parent and community engagement. The district website (https://www.orcuttschools.net/) has been continually improved throughout the year, with new features being developed by multiple staff. The district's Facebook social media page provides regular post on school and district activities and continues to gain followers (numbering 2,929 as of May 2026). The district's new logo and tagline have been imprinted on the district website, in facilities, on district vehicles, and on sportswear and swag, so they are making a visual impact. A video production unit has been formed with the goal of producing videos for the website and live-streaming some district events. An initial live-streaming venture at the Orcutt Academy High School graduation in June 2025 was well received.

4.3 Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families
Community liaisons continue to be a vital part of the team supporting non- and limited-English-speaking families at each school. Supporting the expanding population of Mixteco-speaking students and families became a priority when the district's previous Mixteco interpreter departed early in the school year. The district has worked with the Creciendo Raices program to get a trilingual intern who has helped with this; the district also brought on a new Mixteco-speaking liaison in May.

4.4 Support for Foster/Homeless Families
The district's foster/homeless liaison and community liaisons have been providing support to families of foster youth and students experiencing homelessness. This year, an administrator assigned to oversee foster/homeless support was especially effective in working directly with families of homeless students, foster care providers, and Short-Term Residential Therapeutic Program (STRTP) facilities for foster youth in connecting students with community and educational resources. She fully participated in the Transitional Youth Services Program of the Santa Barbara County Education Office to access information on best practices for these subgroups, community resources, and more. She did a round of staff presentations on serving foster/homeless youth, and these were well received.

4.5 Parent/Family Education Events
The district is responsible for 17 family events so far in 2025-2026. The district has organized a Julia Robinson Math Festival family event at each elementary campus, six parent education nights, four school safety presentations, and one information night for parents of incoming transitional kindergarten students. Of note are the Julia Robinson Math Festival family events, which draw sizeable turnouts at each host site for a host of math tasks, games, and challenges that students and parents can do together; two parent education nights on healthy eating

and healthy cooking in which OUSD Nutrition Coordinator Dmitriy Tsoy served up samples of such delectable dishes as roasted beet salad, chicken & bean chili with seasonal greens, and sweet potato chips; a school safety presentation offered at four venues that briefed parents on how the district addresses student behaviors as well as the Standard Response Protocol for responding to emergencies; a special informational night for Mixtec families held at Joe Nightingale School; and a presentation on online safety and human trafficking by California Highway Patrol Officer Maria Barriga that has been well attended by parents.

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

4.7 Improve Health Services for Unduplicated Pupils
The initiative to provide regular Licensed Vocational Nurse (LVN) services on the Los Alamos campus has been well received by students, families, staff, and community. The LVN has established a warm rapport with students and families, and she has followed through in connecting students and families to community resources. Her work with the Future Smiles Program of Santa Barbara County to provide fluoride rinse treatments to preschool, TK, and K students was well received, and the district is looking to replicate the program at other sites in 2026-2027.

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

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

- 4.1 School-Home Communication Platform, $48,838, $23,504.62 less than budgeted. Expenses for Parent Square came in lower than anticipated.
- 4.2 Improved Marketing and Accessibility of District for Parent and Community Engagement, no expenses, $20,000 less than budgeted. Expenses for establishing a live-streaming unit were borne by the Orcutt Academy Charter budget, as this team is based at Orcutt Academy High School and involves OAHS students.
- 4.4 Support for Foster/Homeless Families, $40,730, $68,791.86 less than budgeted. The level of support needed for foster youth, students experiencing homeless, and their families was not as high as anticipated.
- 4.5 Parent/Family Education Events, $62, $938 less than budgeted. Presenters came free, and expenses for the parent education night on healthy cooking/eating were borne by the OUSD Child Nutrition Department.

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:

Parent survey results on school-home communication have 93.41% of parent respondents in 2025 and 91.74% of parent respondents in 2026 rating school-home communication as "excellent" or "good" and this percentage has grown over time. Accordingly, we rate the following actions as effective:

- 4.1 School-Home Communication Platform
- 4.2 Improved Marketing and Accessibility of District for Parent and Community Engagement

Parent survey results on parent involvement have 93.04% of parent respondents in 2025 and 94.62% of parent respondents in 2026 rating themselves extremely, very, or somewhat involved in their child's school. Accordingly, we rate the following action as effective:

- 4.3 Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families

Chronic absenteeism rates for foster youth have been 22.7% in 2023-2024 and 31.6% in 2024-2025. Chronic absenteeism rates for students experiencing homelessness have been 20.5% in 2023-2024 and 24.7% in 2024-2025. We regard these rates as too high, rate the following action as ineffective, and believe it needs to be reshaped moving forward:

- 4.4 Support for Foster/Homeless Families

The number of parent/family education events has steadily increased from seven in 2023-2024 to a total of 17 so far in 2025-2026. We rate the following action as effective and have ideas for parent education/information topics targeting parents of unduplicated pupils (such as the Mixtec parent information night at Joe Nightingale School) in 2026-2027:

- 4.5 Parent/Family Education Events

Action 4.6 California Community Schools Partnership Program (CCSPP) has not been implemented.

Action 4.7 Improve Health Services for Unduplicated Pupils was implemented for 2025-2026. To this point in the year, chronic absenteeism districtwide is 10.9%, down from 15.2% in 2024-2025. Chronic absenteeism rates for unduplicated subgroups also are down: low-income students, 18.3% in 2024-2025 to 13.6% this year; English Learners, 10.8% down to 7.5%; Long Term English Learners, 19.7% down to 4.4%; homeless, 24.7% down to 13.6%; and foster youth, 31.6% down to 17.9%. That said, we still rate Action 4.7 as emerging, with data needed over a longer term to rate its effectiveness.

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.

Metric 4.3 was paused because we did not administer the Annual School Survey on School Culture.
We upgraded Metric 4.4 to read "Number of District- and School-Initiated Parent/Family Education Events, Including Families of Unduplicated Pupils and Students with Disabilities." We wanted to call attention to our work now and in the future to more specifically target parents of unduplicated pupils in these events. An example of this from 2025-2026 is a Mixtec parent information night hosted by Joe Nightingale School on February 23, 2026.

Based on review and analysis of how 2025-2026 has gone, the district is electing to expand two actions:

- Action 4.3 Community Liaison and Interpreter Support. Additional community liaisons will be added to (1) serve Mixteco-speaking families and (2) focus on support for foster youth and students experiencing homelessness. Recent years have seen an increase in the Mixteco-speaking population in the district to the point where the district serves over 60 students from Mixtec families. A liaison focused on serving these families will be an important support to both students and parents. Additionally, a liaison focused on supporting foster/homeless youth is needed. Significant strides in foster/homeless service were made in 2025-2026, and this position can build on this.

- Action 4.7 Improve Health Services for Unduplicated Pupils. Unduplicated pupils and their families frequently encounter challenges accessing both health care and preventive care. Adding a district nurse administrator focused on the needs of these families will help students with attendance and wellness -- two foundational components for improved student achievement.

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.	$50,000.00	Yes
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).	$40,000.00	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	$409,189.16	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 supplies and personal supplies will be made available. LCAP funds are utilized for Science Camp scholarships.	$71,380.13	Yes
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 2026-2027 (these events engage students and parents in an assortment of fun math tasks and challenges). We will continue to offer parent events on school safety, and in the coming year we want to offer events that support parents, especially non- or limited-English-speaking parents, in use of the Aeries Parent Portal and Parent Square.	$5,000.00	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:	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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. Additionally, hiring another credentialed school nurse will expand health services available to unduplicated students and can lead to coordination of community based care as well. The plan is to hire a district nurse administrator who is bilingual and has experience providing health education to families and connecting families to community-based health services such as the Santa Barbara County Promotores Network.	$162,816.92	Yes

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 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 2025 survey about	Spring 2026 survey about	90% or more of teachers, classified	Teachers: - 5.83%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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	2025-2026 professional development offerings: Teachers (99 responses, approximately 35% of teachers) - 76.77% effective or highly effective Classified employees (33 responses, approximately 10% of classified employees) - 57.57% effective or highly effective Administrators (10 responses, approximately 35% of administrators) - 100% effective or highly effective	employees, and administrators (separate surveys) rate district PD offerings as effective or highly effective	Classified employees: - 22.82% 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 as Enhancement (Substitution, Augmentation) or	The SAMR Survey was administered by school administrators in Spring 2024. Based on 133 classroom visits, results are as follows: 1.53% Redefinition 12.21% Modification 45.04% Augmentation 18.32% Substitution	The SAMR Survey was administered by school administrators in Spring 2025. Based on 127 classroom visits, results are as follows: 0.00% Redefinition	The SAMR Survey was administered by school administrators in Spring 2026. Based on 183 classroom visits, results are as follows: 8.79% Redefinition	Evidence of transformational use of technology (Redefinition or Modification), 20% Technology with a "somewhat or direct" connection to the lesson, 60%	Transformational use: + 13.18% Technology with "somewhat or direct" connection to lesson: + 5.37%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Transformational (Modification, Redefinition)	(22.90% Technology not in use) 44.36% of teachers were using technology with a "somewhat or direct" connection to the lesson.	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.	18.13% Modification 31.87% Augmentation 21.43% Substitution (19.78% Technology not in use) 49.73% of teachers were using technology with a "somewhat or direct" connection to the lesson.		

Goal Analysis [2025-26]

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.

Descriptions of overall implementation of planned actions:

5.1 Professional Development for Teachers, Administrators, and Classified Employees
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. Conference-style PD days on November 3 and March 23. Each day included trainings required for some staff as well as a choice of other topics. Publisher-provided training in the new TK-8 math curriculum was included in both days, as were workshops on restorative practices, AI integration, English Language Development, promoting positive behavior, and more. The afternoon of the March 23 day took a wellness theme, with workshops in topics such as yoga and jewelry making very well received by staff.
b. A site-based PD day on January 12 that included a half-day virtual training in trauma-informed practice by Dr. Robert Macy and Frank Grijalva of the International Trauma Center and a half-day of site work on the district's Portrait of a Learner project.
c. Ongoing PD offerings in technology integration, including several afterschool sessions and the opportunity for teachers to participate in a district AI leadership group.

d. Training in the CSTAG threat assessment for school administrators, psychologists, and counselors.
e. PD for the Core Management Team in Nonviolent Crisis Prevention Intervention, Portrait of a Learner, trauma-informed practice, restorative practices with Santa Barbara-based expert Lizzie Rodriguez, and multiple sessions with AI expert Dr. Sabba Quidwai (CEO of Designing Schools) to identify and develop Gemini AI "gems" that support the work of district and school administrators.
This being said, classified employees have indicated they have a need for more training and PD relevant to their positions; this is a growth area for 2026-2027.

5.2 Continuing and Expanding Independent Study and Online Options for Learning
Orcutt School for Independent Study (OSIS) provides home study and blended learning offerings for students in grades K-8. Principal Katherine Adler 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
STEAM continues as a junior high school CTE elective utilizing the Project Lead the Way module in Design & Modeling. Orcutt JHS has implemented a career exploration elective utilizing the Pathful Explore online platform for student research on many occupations.

5.4 Continued Maintenance and Refreshment of Technology Devices for Students
The Technology Department has continued to be busy upgrading and deploying technology throughout the district. For the 2025-2026 school year, all district students (approximately 4,950) received updated devices, ensuring equitable access to current technology across all school sites. Additionally, all new teachers received personalized, one-on-one setup meetings with Technology Department staff for their new MacBook, ensuring a successful and supported start to their technology integration in the classroom.

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:

- 5.2 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:

CAASPP proficiency data shows uneven outcomes for unduplicated subgroups in both English/language arts and mathematics. In CAASPP E/LA testing, two unduplicated subgroups saw their proficiency increase between 2023 and 2025: low-income students, 4.31% growth; and students experiencing homelessness, 10.64% growth. In CAASPP math testing, two unduplicated subgroups made progress: low-income students, 4.56% growth; and foster youth, 10.98% growth. Suspension rates districtwide have risen from 5.0% in 2022-2023 to 5.7% in 2024-2025. Unduplicated subgroup suspension rates have remained higher than the districtwide rate; in 2024-2025, they were 6.9% for low-income students, 7.1% for English Learners, 15.5% for Long Term English Learners, 27.5% for foster youth, and 8.4% for students experiencing homelessness. So far this school year, the suspension rate is 4.09% districtwide, and all unduplicated subgroups except students experiencing homelessness have suspension rates above the districtwide rate. That said, educational partners have stated that the number of severe behavioral incidents has decreased this school year. The most recent Spring Staff Professional Development Survey

showed 76.8% of teachers, 57.6% of classified employees, and 100% of administrators found 2025-2026 PD offerings effective or highly effective. This points to a need for more PD for classified employees that was supported by LCAP input from this group. Overall, we rate the following action as effective but know that we need to continue to be strategic in matching PD to student needs:

- 5.1 Professional Development for Teachers, Administrators, and Classified Employees

Our independent study program, the Orcutt School for Independent Study, has not needed support from the LCAP, and OSIS now has its own Equity Multiplier goal (Goal 6). We rate the following action as incomplete and do not believe it needs to be included in a future LCAP. However, funding will remain to support related on-line options for learning.

- 5.2 Continuing and Expanding Independent Study and Online Options for Learning

Lakeview Junior High School has implemented three sections of the CTE STEAM elective this year; all eighth graders are participating via the new A-B schedule. Orcutt Junior High School has implemented two sections of a Career Exploration elective featuring guest speakers and the Pathful Explore online platform for virtual job shadowing. We rate this action as effective and would like to refine it in the future:

- 5.3 Career and Technical Education (CTE) and Career Exploration Opportunities for Students

Principal SAMR Survey on Technology Integration results show a 13.18% increase from 2024 to 2026 in transformational technology use and a 5.37% increase in technology use with a "somewhat or direct" connection to the lesson. This validates the efforts undertake in association with the following action, and we rate it as effective:

- 5.4 Continued Maintenance and Refreshment of Technology Devices for 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.

The district needs to expand Action 5.1 Professional Development for Teachers, Administrators, and Classified Employees. One-time sources for professional development such as Educator Effectiveness funds have been depleted. In order for the district to maintain its momentum implementing LCAP actions and addressing the needs of unduplicated students, it needs additional LCAP support for PD in 2026-2027.

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.	$267,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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
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

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Orcutt School for Independent Study students will improve their performance in mathematics as measured by CAASPP mathematics achievement and California School Dashboard indicators and reports for math achievement. (New goal for 2026-2027)	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Given the opportunity provided by LCFF Equity Multiplier funding, Orcutt School for Independent Study would like to work toward improved student achievement in mathematics. Our rationale for choosing this goal:

- Student math achievement as evidenced by CAASPP proficiency (17.39% meeting/exceeding standard in 2025) and the California School Dashboard (145.7 points below standard in 2025) is low. Additionally, the Dashboard's Mathematics Growth Report shows OSIS students are making only moderate growth schoolwide (47.4% improved their score from the previous year). Improved results are needed.
- Because it is an independent study program with hybrid and home school options, OSIS does not offer targeted, needs-based grade-level math instruction each school day, and the home school option relies mainly on parents to teach math with some support from a teacher. To improve achievement, more targeted math instruction is needed.
- Although OSIS serves grades 1-8, enrollment is disproportionately tilted toward grades 6, 7, and 8. At these grade levels math becomes more complex and increasingly relies on building block skills and concepts from previous grades. Additionally, some students whose families choose OSIS have experienced academic difficulty at their previous school that impacts their confidence in math. Student support is needed.
- OSIS parents/guardians consistently have given program staff input that they have difficulty teaching mathematics concepts and skills to their children, especially in the intermediate and middle school grades when the curriculum becomes more rigorous. Parent support is needed.

OSIS believes the plan articulated for this LCAP goal will address these important needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CAASPP – Mathematics Percent of students meeting/exceeding standard, schoolwide and by statistically significant subgroup	Percent of students meeting/exceeding standard on the 2025 CAASPP Math: All Students: 17.39% Low-income: 10.34% Students with Disabilities: 8.33% Hispanic: 16.66%	N/A	N/A	Increase student performance for the all students group by 2%: All Students: 19.39% Increase student performance for each student group by 5% Low-income: 15.34% Students with Disabilities: 13.33% Hispanic: 21.66%	N/A
6.2	California School Dashboard - Mathematics Position above/below standard and progress relative to previous year	2025 California School Dashboard - Mathematics 145.7 points below standard, declined 89.4 points (no performance indicator on Dashboard) Low-income: 125.7 points below standard, declined 30.3 points Hispanic: 142.9 points below standard, declined 77.6 points	N/A	N/A	Reduce distance below standard for all students and each student group to no lower than 75 points below standard.	N/A
6.3	California School Dashboard - Mathematics Growth Report	2025 California School Dashboard - Mathematics Growth Report	N/A	N/A	Seeking Average, Accelerated, or Exceptional Growth districtwide and for each	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students improving their score from previous year, schoolwide and by statistically significant subgroup	All Students: 47.4% improved, Moderate Growth Low-income: 58.3% improved, Moderate Growth Hispanic: 50% improved, Moderate Growth			subgroup as reported by the Dashboard's Mathematics Growth Report	
6.4	Appropriately Assigned and Fully Credentialed Teachers	81.6% of OSIS teaching assignments are clear (Teaching Assignment Monitoring Outcomes report for 2022-2023)	64.7% of OSIS teaching assignments are clear (Teaching Assignment Monitoring Outcomes report for 2023-2024)	N/A	100% of OSIS teaching assignments are clear	N/A
6.5	Chronic Absenteeism Rates	2024-2025 Chronic Absenteeism Rates 34.2% - All Students 37.3% - Low-income 38.9% - Students with Disabilities 39.6% - Hispanic 30.0% - White	N/A	N/A	25% or lower schoolwide and for each subgroup	N/A
6.6	Pupil Suspension Rates	2024-2025 Suspension Rates 4.7% - All Students 6.2% - Low-income 15.8% - Students with Disabilities 5.9% - Hispanic 4.3% - White	N/A	N/A	3.5% or lower schoolwide and for each subgroup	N/A

Goal Analysis [2025-26]

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.

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.

N/A

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

N/A

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
6.1	Increase Targeted Grade-Level Math Instruction*	OSIS students will benefit in 2026-2027 from a restructured program schedule for in-person and virtual instruction that includes more opportunities for grade-level math instruction that targets student needs. OSIS teachers will utilize NWEA data and formative assessments to discern student needs, then plan mini-lessons based on grade-level math curriculum that address these needs. Lessons can take place on Zoom or in person. As appropriate, staff will purchase supplemental materials aligned with the adopted Illustrative Mathematics v.360 math curriculum. To help with student collaboration and make instruction more interactive, staff will purchase mobile whiteboards that students can utilize in in-person instruction to work through math problems and share their work.	$31,757.60	No

Action #	Title	Description	Total Funds	Contributing
6.2	Math Support Teacher*	OSIS students will benefit from assistance from an hourly teacher hired to provide support in mathematics to both students and parents/guardians. The math support teacher will run needs-based math groups and/or tutoring sessions throughout the week and support classroom math instruction as well. This teacher will meet directly with OSIS teachers of record to learn about student math needs (see narrative for Action 6.1) and plan the content for math groups and tutoring. The teacher also will plan regular office hours where parents can access support in teaching or tutoring their children. As necessary, the teacher will reach out to parents of struggling math students to provide assistance.	$41,500.00	No
6.3	Professional Development Impacting Math Achievement*	OSIS teachers, including the math support teacher provided by Action 6.2, will participate in professional development impacting student math achievement from Summer 2026 through the end of the 2026-2027 school year. PD can be provided by the district's Educational Services Department (including sessions with district math consultants), and teachers also can attend pertinent conferences and workshops such as those offered by the California Consortium for Independent Study and Anti-Boring Learning Lab.	$22,378.40	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,675,575	$657,067

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
18.721%	0.000%	$0.00	18.721%

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	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 2026-2027 include student engagement, standards-aligned instruction, student writing achievement, and Universal Design for Learning -- all impactful for raising achievement. TOSAs	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
	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	support progress monitoring for both individual students and subgroups. 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.	
1.3	**Action:** Executive Director of Curriculum & Instruction **Need:** This action is being discontinued in 2026-2027. **Scope:**	This action is being discontinued in 2026-2027.	N/A
1.4	**Action:** Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring **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).	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 effectiveness of programs. A focus area for 2026-2027 is the mCLASS with DIBELS reading assessment, which the district has adopted for both progress monitoring in reading and as its SB 114 screener for reading difficulties. 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	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
	Scope: LEA-wide	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.	
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 proficiency on the California Science Test (reference "Measuring and Reporting Results" section of Goal 1). **Scope:** LEA-wide	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. SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) will continue as the main intervention in reading. Math intervention will be varied, as teachers can select from a menu that includes review/reteaching, preview/pre-teaching, extension/enrichment, focus on essential standards, and math games or manipulatives that build number sense. Teachers are utilizing "cool-downs" (also known as exit tickets) from the new IM 360 program to provide students specific, targeted, "just in time" intervention. 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.	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
1.8	**Action:** Professional Consulting 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 and mathematics testing, and subgroup proficiency on the California Science Test (reference "Measuring and Reporting Results" section of Goal 1). Additionally, the suspension rate districtwide and for subgroups is notably higher statewide suspension rates (reference the "Reflections: Technical Assistance" narrative on Differentiated Assistance). The need in grades TK-3 is especially acute, as the suspension rate for those grade levels has exponentially and disproportionately increased since 2023. Expert support is needed to help district staff address these needs. **Scope:** LEA-wide	Professional consultants with expertise in English/language arts, math instruction, and restorative practices will be retained by the district to provide professional development and guidance for staff. Content-area consultants in E/LA and math will provide training, 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, curriculum pacing, instructional leadership, and more. A focus in 2026-2027 will be improving student writing achievement. Writing task forces in grades K-2, 3-5, and 6-8 are aligning improvement efforts with the book "The Writing Revolution," which provides a sequence for teaching writing, from sentences (“the basic building blocks of writing”) to multi-paragraph essays (including argumentative pieces). Meanwhile, a consultant on restorative practices will work with elementary administrators and TK-3 teacher representatives, psychologists, and counselors from the district's elementary sites on a menu of alternatives to suspension that can be implemented with students in grades TK-3. The consultant also will help develop communication and education for parents, community, and staff on the rationale for restorative practices. 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.	CAASPP performance districtwide and by subgroup, suspension rates districtwide and by subgroup

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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 has persisted districtwide and for unduplicated subgroups. In 2024-2025, chronic absenteeism was 15.2% districtwide and higher for most UDP subgroups: Low-income, 18.3%; English Learners, 10.8%; Long Term English Learners, 19.7%; foster youth, 31.6%; and students experiencing homelessness, 24.7%. Students with disabilities had a 22.4% rate of chronic absenteeism. **Scope:** LEA-wide	Research has shown that explicit instruction for students in self-management, self-awareness, social awareness, and relationship skills results in improved academic outcomes and improved behaviors at school. SEE Learning is such a curriculum. A K-12 education program developed at Emory University to provide educators with the tools to foster emotional, social, and ethical intelligence in students, SEE Learning draws on 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 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. 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. We see SEE Learning as an integral Tier 1	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
		practice that over time will contribute to improved behavior and attendance for unduplicated students and all students will benefit.	
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 indicator for mathematics achievement and subgroup proficiency on CAASPP mathematics testing (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.	CAASPP math performance by subgroup
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.	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. 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.	TK-3 Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
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. Additionally, California Science Test results for eighth grade can be improved. The past two administrations have seen student proficiency at 31.10% (2024) and 31.23% (2025), and staff would like to work toward improvement. **Scope:** Schoolwide	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). This action is being implemented at both junior high schools due to economy of scale and the reality that both sites have achievement gaps between the schoolwide group and unduplicated subgroups.	CAASPP E/LA and Math testing, subgroup performance and performance for Lakeview and Orcutt junior high schools, and California Science Test for Lakeview and Orcutt junior high schools
1.19	**Action:** Executive Director of Learner Support Services* **Need:**	This newly created position of executive director of learner support services will oversee the district's MTSS plan for progress monitoring and academic support and intervention, assessment systems, ELO-P programming, student discipline, and community liaison support for families and	CAASPP performance by subgroup, chronic absenteeism and suspension

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). Chronic absenteeism has persisted districtwide and for unduplicated subgroups, and most unduplicated subgroups have rates of chronic absenteeism well above the districtwide group. In 2024-2025, chronic absenteeism was 15.2% districtwide, but higher for most UDP subgroups: Low-income, 18.3%; English Learners, 10.8%; Long Term English Learners, 19.7%; foster youth, 31.6%; and students experiencing homelessness, 24.7%. Students with disabilities had a 22.4% rate of chronic absenteeism. Suspension rates districtwide and for unduplicated subgroups are high relative to rates statewide. In 2024-2025, the suspension rate was 5.7% districtwide and higher for all UDP subgroups: Low-income, 6.9%; English Learners, 7.1%; Long Term English Learners, 15.5%; foster youth, 27.5%; students experiencing homelessness, 8.4%. Academic outcomes for unduplicated students and students with disabilities need to be improved, and improved attendance and	foster/homeless youth. 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 the assistant superintendent of educational services, the new coordinator of academic intervention and enrichment (see narrative for Action 1.20), and TOSAs to make sure student programs are meeting the needs of unduplicated students. Focus areas for 2026-2027 include the following: • Working with the Educational Services team to implement the new mCLASS with DIBELS assessment tool for progress monitoring in reading • Working with school administrators, office staff, and community liaisons to continue efforts around promoting and supporting school attendance • Working with school administrators and teachers to integrate restorative practices with the goal of reducing suspensions • Working with the new Coordinator of Academic Intervention and Enrichment (see narrative for Action 1.20) to implement quality afterschool academic intervention and enrichment offerings 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.	

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
	declines in chronic absenteeism and suspension rates will contribute to improve academic achievement. **Scope:** LEA-wide		
1.20	**Action:** Coordinator of Academic Intervention and Enrichment* **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	This newly created position for 2026-2027 will oversee during-school and afterschool academic intervention and enrichment programs and coordinate same with school site and ELO-P leadership. Given how important these intervention offerings are for unduplicated students, the district has determined that it needs to have during-school and afterschool intervention be more closely coordinated and aligned with each other for the benefit of unduplicated students. These programs will be focused on improving academic achievement and school engagement for unduplicated students and students with disabilities. The coordinator will handle scheduling and staffing, provide professional development to participating teachers, hold teachers accountable to expectations for intervention and enrichment, and regularly review and analyze data associated with students participating in intervention and enrichment. Focus areas for 2026-2027 include the following: • Evaluating student achievement data to determine student needs • Compiling pre- and post-data to monitor progress of students participating in afterschool intervention programming • Implementing research-based interventions after school	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
		• Expanding the pool of teachers participating in afterschool intervention so more students can benefit 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.	
1.22	**Action:** Equity for School with Highest UDP Percentage* **Need:** Olga Reed School, a rural school with an unduplicated pupil percentage of 90-plus%, faces challenges in providing equitable academic opportunities for its students. First, enrollment has decreased (as of this writing, the school is down to 156 students, including just five students in transitional kindergarten and just five students in kindergarten), and the district's typical formula for staffing would correspond to a decreased staffing level that remove a teacher in 2026-2027. would inhibit the school's ability to provide quality grade-level instruction to its students. Especially in grades 6-8, students benefit from teachers being able to specialize in a subject and rotate students similar to what students experience in larger middle schools or junior high schools. Taking away a teacher would eliminate Olga Reed's ability to do that for its students.	This action will address the issues described at left by doing the following: First, this will preserve a classroom teaching position at Olga Reed so a position does not need to be eliminated. The goal here would be to ensure the ability of teachers in grades 6-8 to deliver subject-area specialization to their students similar to what grades 6-8 students elsewhere in the district experience. The curriculum becomes more complex and expansive at these grade levels, and unduplicated students benefit when a teacher can become more immersed in the grade-level standards and what students need to know, and can provide engaging, rigorous learning experiences. Second, this will provide a contracted substitute teacher who is assigned to this school site. This will ensure reliability for substitute coverage so programs are not interrupted at a site with 90-plus% unduplicated pupils. If there is no need at Olga Reed, the substitute teacher will be assigned to another school. This increased service for unduplicated pupils can best be provided schoolwide.	CAASPP E/LA and Math testing, California Science Test - results for Olga Reed School

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
	Second, the school's remote location (it is 15 miles from both Orcutt/Santa Maria and the Santa Ynez Valley) means it has significant difficulty landing substitute teachers. Hourly support teachers frequently need to be called to substitute for classroom teachers, and intervention and special programs are interrupted. The SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) reading intervention program needs to be delivered with fidelity, and interrupted service keeps participating students from attaining maximal benefit. **Scope:** Schoolwide		
2.1	**Action:** Multi Tiered System of Support (MTSS) Plan for Behavior **Need:** Suspension rates districtwide and for unduplicated subgroups are high relative to rates statewide. In 2024-2025, the suspension rate was 5.7% districtwide and higher for all UDP subgroups: Low-income, 6.9%; English Learners, 7.1%; Long Term English Learners, 15.5%; foster youth, 27.5%; students experiencing homelessness, 8.4%. **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)	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
		• Implementation of the CSTAG behavioral threat assessment (the district's core management team, all psychologists, and all counselors were 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. 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.	
2.2	**Action:** Behavioral Supports for Identified Students **Need:** All groups of educational partners have expressed significant concerns about students 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. Suspension rates districtwide and for unduplicated subgroups are high relative to rates statewide. In 2024-2025, the suspension rate was 5.7% districtwide and higher for all UDP subgroups: Low-income, 6.9%; English Learners, 7.1%; Long Term English Learners, 15.5%; foster youth, 27.5%; students experiencing homelessness, 8.4%. **Scope:**	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 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. 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.	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
	LEA-wide		
2.3	**Action:** Supporting Positive Behavior at Junior High Schools **Need:** Both junior high schools had schoolwide suspension rates in 2024-2025 (Lakeview, 9.1%; Orcutt, 8.7%) that were significantly higher than the statewide suspension rate. Suspension rate of unduplicated pupils were even higher. (Lakeview 10% for SED; Orcutt 12.8% for SED). 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 has succeeded in reducing suspensions at that school. 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 2026-2027.	Suspension rate by subgroup
2.7	**Action:** Special Education Program Specialist **Need:** 18% of SED students have a disability whereas 14% of Non-SED students have a disability. The district needs to improve the suspension rate both for students with disabilities and SED students given the rates for these groups were 11.9% for students with disabilities and 6.9% for SED subgroup, notably higher than the districtwide suspension rate of 5.7%.	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. This action is being implemented districtwide due to economy of scale and the reality that all district	Suspension rate for SED students and students with disabilities

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	sites have achievement gaps between the schoolwide group and unduplicated subgroups.	
2.8	**Action:** Special Education Teacher on Special Assignment (TOSA) **Need:** The district needs to improve outcomes of English Learners who have disabilities, as this subgroup is not performing close to the level of the districtwide group. English Learners who have disabilities have lower rates of reclassification compared to those who do not have disabilities. **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). 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.	CAASPP English/language arts for English Learners and Reclassification rates
2.9	**Action:** Counseling Support **Need:** Chronic absenteeism has persisted districtwide and for unduplicated subgroups. In 2024-2025, chronic absenteeism was 15.2% districtwide and higher for most UDP subgroups: Low-income, 18.3%; English Learners, 10.8%; Long Term English Learners, 19.7%; foster youth, 31.6%; and students experiencing homelessness, 24.7%. Students with disabilities had a 22.4% rate of chronic absenteeism.	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 expanded counseling services in 2025-2026 so each elementary site has its own staff counselor. For 2026-2027, the district is acting to preserve the community navigator program at our junior high schools through the end of the school year. Provided for free by the Santa Barbara County	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
	Suspension rates districtwide and for unduplicated subgroups are high relative to rates statewide. In 2024-2025, the suspension rate was 5.7% districtwide and higher for all UDP subgroups: Low-income, 6.9%; English Learners, 7.1%; Long Term English Learners, 15.5%; foster youth, 27.5%; students experiencing homelessness, 8.4%. **Scope:** LEA-wide	Education Office due to a Mental Health Student Services Act (MHSSA) grant, community navigators currently provide one day per week of service at our junior high schools and two days per week at our high school. The navigators connect families of students with acute mental health needs to community-based care -- a service sorely needed in a time when many counselors have full caseloads. They also run skill-building groups focused on skills such as managing stress, being organized for school, time management, etc. The MHSSA grant runs out in December 2026, but LCAP funding will enable us to continue these services through June 2027. 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.	
2.10	**Action:** Vice-Principal Support **Need:** Chronic absenteeism has persisted districtwide and for unduplicated subgroups. In 2024-2025, chronic absenteeism was 15.2% districtwide and higher for most UDP subgroups: Low-income, 18.3%; English Learners, 10.8%; Long Term English Learners, 19.7%; foster youth, 31.6%; and students experiencing homelessness, 24.7%. Suspension rates districtwide have risen from 5.0% in 2022-2023 to 5.7% in 2024-2025. Unduplicated subgroup suspension rates have remained higher than the districtwide rate; in	Vice-principal services will be added so sites have access to increased student supervision and accountability, increased behavioral support, increased family support, and increased coordination of services for unduplicated students. All of this directly supports improved academic engagement and behavioral outcomes for unduplicated students. 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.	Chronic Absenteeism and 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
	2024-2025, they were 6.9% for low-income students, 7.1% for English Learners, 15.5% for Long Term English Learners, 27.5% for foster youth, and 8.4% for students experiencing homelessness. So far this school year, the suspension rate is 4.09% districtwide, and all unduplicated subgroups except students experiencing homelessness have suspension rates above the districtwide rate. **Scope:** Schoolwide		
2.11	**Action:** Data Specialist for Student Services* **Need:** Chronic absenteeism has gone down, from 23.3% districtwide in 2022-2023 to 15.2% districtwide in 2024-2025 and 10.9% for the current school year to date. Even so, some unduplicated subgroups -- foster youth (31.6% chronically absent in 2024-2025), students experiencing homelessness (24.7%), Long Term English Learners (19.7%), and low-income students (18.3%) -- continue to display rates of chronic absenteeism higher than the districtwide rate. To further reduce chronic absenteeism and make an impact on unduplicated subgroups, school and district leaders need to have an ongoing diet of data on student attendance, including attendance trends, reasons for absences, and more. Suspension rates districtwide have risen from 5.0% in 2022-2023 to 5.7% in 2024-2025.	The new data specialist will assist site administrators, district administrators, and TOSAs in developing reports from Aeries attendance data, Parent Square Attendance Plus records, and EduClimber Office Discipline Referral and suspension data. This is needed for progress monitoring, assessment of effectiveness of school and district initiatives, and assessment of effectiveness of LCAP actions. 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.	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
	Unduplicated subgroup suspension rates have remained higher than the districtwide rate; in 2024-2025, they were 6.9% for low-income students, 7.1% for English Learners, 15.5% for Long Term English Learners, 27.5% for foster youth, and 8.4% for students experiencing homelessness. So far this school year, the suspension rate is 4.09% districtwide, and all unduplicated subgroups except students experiencing homelessness have suspension rates above the districtwide rate. To reduce the suspension rates districtwide and for unduplicated subgroups, school leaders need to be able to have regular reports on suspensions, reasons for suspensions, and office discipline referrals via EduClimber. The district's current data specialist is at capacity due to workload caused by state-required reports, data submissions, and other tasks. We do not currently have capacity to capitalize on the data we have available to track outcomes for unduplicated students. **Scope:** LEA-wide		
3.1	**Action:** Community Outreach Efforts **Need:** Both the district's strategic plan and the district's educational partners prioritize connections with the community to support student enrichment, career readiness, and potential resources for unduplicated students	"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 unduplicated students and students with disabilities. The district puts considerable thought into invitations to these events, as they can contribute to the building of partnerships that	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
	and their families. Past "showcase" events have helped the district bond with partners that provide vital services to unduplicated subgroups. These have included the Santa Maria Valley YMCA, Casa Pacifica, SB County Behavioral Wellness, and more. **Scope:** LEA-wide	ultimately will result in more opportunities and resources for unduplicated subgroups. 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.	
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. 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.	Number of substantial community partners
4.1	**Action:** School-Home Communication Platform **Need:** While the Spring 2026 parent survey shows 91.74% of parents rate school-home communication as "excellent" or "good," unduplicated students and their families are	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 and parents -- a critical measure for supporting	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
	not proportionally represented in family engagement events with a nexus to the academic program. Educational partners consistently talk about the importance of quality school-home communication for the families of unduplicated students to access resources and opportunities for their children. **Scope:** LEA-wide	unduplicated students. Parents, including non-English-speaking parents, speak to the effectiveness of ParentSquare in facilitating quality school-home communication. In 2026-2027, staff will continue to rely on the Attendance Plus feature of Parent Square to facilitate ongoing, individualized communication with parents of unduplicated students around their children's school attendance. 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.	
4.2	**Action:** Improved Marketing and Accessibility of District for Parent and Community Engagement **Need:** While the Spring 2026 parent survey shows 91.74% of parents rate school-home communication as "excellent" or "good," unduplicated students and their families are not proportionally represented in family engagement events with a nexus to the academic program. Educational partners consistently talk about the importance of quality school-home communication for the families of unduplicated students to access resources and opportunities for their children. Members of the District English Learners Advisory Council have articulated the need to have district programs, events, and offerings communicated to parents in multiple formats	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 2026-2027 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. 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.	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
	and multiple languages so parents are more likely to see the content and engage/attend. **Scope:** LEA-wide		
4.5	**Action:** Parent/Family Education Events **Need:** Educational partners have been vocal about the importance of giving parents/guardians more skills to support their children's learning and development. Parents of younger children, especially those with children entering school, would like more parenting skills. Non- or limited-English-speaking parents still are having difficulty accessing and utilizing the Aeries Parent Portal and Parent Square. **Scope:** LEA-wide	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 2024-2025 and 2025-2026 have been well received, and educational partners would like to see more in the coming year. We will continue to improve and expand offerings in 2026-2027, likely in partnership with other community agencies and organizations. Ideas include a Parent Empowerment Program (PEP) targeting TK students and their families and training for non- or limited-English-speaking parents in critical platforms such as Aeries and Parent Square. All of this can improve participation and engagement of families of unduplicated students and students with disabilities. 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.	Number of district- and school-initiated parent/family education events
4.7	**Action:** Improve Health Services for Unduplicated Pupils **Need:**	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	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
	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. Additionally, we also have had input about improving unduplicated pupils' access to health care and preventive care districtwide. Many families do not have primary care providers and do not have regular preventive medical care as well as dental care for their children. Finally, chronic absenteeism has persisted districtwide and for unduplicated subgroups. In 2024-2025, chronic absenteeism was 15.2% districtwide and higher for most UDP subgroups: Low-income, 18.3%; English Learners, 10.8%; Long Term English Learners, 19.7%; foster youth, 31.6%; and students experiencing homelessness, 24.7%. Students with disabilities had a 22.4% rate of chronic absenteeism. **Scope:** Schoolwide	and community resources, and coordinate school activities that promote health. Additionally, hiring another credentialed school nurse will expand health services available to unduplicated students districtwide and could lead to coordination of community based care as well. The plan is to hire a district nurse administrator who is bilingual and has experience providing health education to families and connecting families to community-based health services such as the Santa Barbara County Promotores Network. The district nurse administrator position 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.	
5.1	**Action:** Professional Development for Teachers, Administrators, and Classified Employees	This action includes all pertinent professional development for district staff, including content and topics applicable to LCAP goals, technology	CAASPP performance by subgroup, suspension rate by subgroup, staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Academic outcomes for unduplicated students 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 Suspension rates districtwide have risen from 5.0% in 2022-2023 to 5.7% in 2024-2025. Unduplicated subgroup suspension rates have remained higher than the districtwide rate; in 2024-2025, they were 6.9% for low-income students, 7.1% for English Learners, 15.5% for Long Term English Learners, 27.5% for foster youth, and 8.4% for students experiencing homelessness. So far this school year, the suspension rate is 4.09% districtwide, and all unduplicated subgroups except students experiencing homelessness have suspension rates above the districtwide rate. Moving forward, outcomes for unduplicated students and subgroups will be maximized when members of the educational team are knowledgeable about best practices for academic instruction, academic intervention, English Language Development, trauma informed instruction, and restorative practices. From a lens of serving unduplicated students, professional development is how educators accomplish this goal.	integration for classroom learning and workflow, artificial intelligence integration, behavior basics, restorative practices, Nonviolent Crisis Prevention Intervention, and more. A specific need emerging as we plan for 2026-2027 is training for classified employees who work with unduplicated students. They are seeking, in addition to required trainings such as Nonviolent Crisis Prevention Intervention, more PD in how to support students academically, how to promote positive behavior with students, and other topics pertinent to their work. 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.	professional development survey

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		

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 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. Two PLC meetings per month will be devoted to improving outcomes for unduplicated students. 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 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	English Learner Progress Indicator, Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The rate of English Learners making progress toward proficiency in 2024-2025 -- 42.8%, down 6.6% from 2022-2023 -- points to the need for a renewed focus on English Language Development. District Summative ELPAC results from 2024-2025 show that 22.16% of English Learners score at Level 1, 32.53% are at Level 2, 31.94% are at Level 3, and 13.37% are at Level 4, which shows need ranging from basic conversational English to academic vocabulary in English. Reclassification rates also can improve. The overall English Learner reclassification rate for 2024-2025 of 11.46% is up just 1.42% from 2022-2023, while the Long Term English Learner reclassification rate of 19.80% is down 8.37% from 2022-2023. **Scope:** Limited to Unduplicated Student Group(s)	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. 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:** Outcomes for both Foster Youth and Students Experiencing Homelessness need to be improved across the board. Foster Youth percent of students meeting/exceeding standard EL/A 5.88%; Students experiencing homelessness percent of students meeting/exceeding standard EL/A 25.64%. (All students 44.99%) Foster Youth percent of students meeting/exceeding standard math	As teachers are available, the district is facilitating tutoring for foster youth and students experiencing homelessness using LCAP funding. The best person to do this is a student's own classroom teacher, and indeed some have been doing this when invited.	CAASPP E/LA and Math testing (subgroup performance)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	17.65%; Students experiencing homelessness percent of students meeting/exceeding standard math 18.07%. (All students 38.65%) **Scope:** Limited to Unduplicated Student Group(s)		
1.21	**Action:** Bilingual Instructional Assistants* **Need:** Outcomes for English Learners need to be improved; 42.8% of English Learners are making progress in 2024-25 which is a decline from the baseline year and far below our target of 70%. Educational partners have been vocal in articulating the need for more academic support for English Learners, particularly newcomer English Learners. Especially in the upper elementary grades and in junior high school, newcomers are working to learn English while also needing to negotiate a rigorous curriculum. This is affecting both their grades and their level of comfort and confidence in school. **Scope:** Limited to Unduplicated Student Group(s)	Three bilingual instructional assistants will be assigned by Educational Services to impacted schools, with special emphasis on junior high school support. The focus will be on English Learners who score in Levels 1 and 2 in the ELPAC. The bilingual IAs can provide assistance to English Learners with frontloading curriculum, reviewing content, and helping with classwork and homework. Hearing the information explained in their first language will give these students a better opportunity to access and understand the academic content, and to accomplish proficiency.	English Learner Progress Indicator
4.3	**Action:** Community Liaison and Interpreter Support for Non- and Limited-English Speaking Families **Need:** While the Spring 2026 parent survey shows 91.74% of parents rate school-home	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
	communication as "excellent" or "good," English Learners and their families are not proportionally represented in family engagement events with a nexus to the academic program. Educational partners consistently talk about the importance of quality school-home communication for the families of English Learners to access resources and opportunities for their children. 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 site has on-campus availability by a community liaison, and sites with the highest number of English Learners each have four hours of on-campus time by their assigned liaison. Families have appreciated the expanded availability while the liaisons have become more visible with students. For the 2026-2027 school year, the district will hire a trilingual liaison who can help with both Spanish and Mixteco translation as well as a liaison to	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		focus on support for students experiencing homelessness and foster youth. Approximately 90% of students experiencing homelessness also are English Learners, so it makes sense to have a bilingual liaison available to link families and foster care providers to pertinent district and 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 2026-2027 school year. Our estimate of $773,958.80 represents the number of PLC meetings we believe we can devote to the improvement of outcomes for unduplicated students.

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 three vice-principals to increase administrative support (LCAP Action 2.10), including one additional vice-principal for 2026-2027. 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 an Licensed Vocational Nurse (LVN) to provide additional health services with a focus on Olga Reed School (LCAP Action 4.7). The district will like to focus these services on Olga Reed because over 90% 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.

- Adding a district nurse administrator to focus on health services and preventive care for unduplicated students and their families (LCAP Action 4.7). Hiring another district nurse administrator will expand health services available to unduplicated students and can lead to coordination of community based care on school sites and improved access to health care for families as well.

- Adding three bilingual instructional assistants (LCAP Action 1.21). Especially in the upper elementary and junior high school grades, newcomer English Learners are facing a rigorous curriculum while also working to learn English. Bilingual instructional assistants will provide needed support.

- Adding a classroom teacher and contracted substitute teacher at Olga Reed School, the district school with the highest percentage of unduplicated students (LCAP Action 1.22). Over 90% of Olga Reed School's students are unduplicated. The school is seeing a drop in enrollment, and typical staffing formulas would have the school losing a teacher in 2026-2027. Preserving a teaching position will enable a small school with 10 grade levels to be in a better position to deliver quality grade-level academic instruction to unduplicated students. Additionally, the school's remote location means it struggles with substitute teacher coverage, with the result that academic intervention and special programs for unduplicated students often are disrupted because hourly support teachers need to be pulled to substitute. A contracted substitute teacher assigned to this school site will be a step toward preventing these disruptions.

- Extending community navigator services beyond December 2026 so they continue through the end of the 2026-2027 school year (LCAP Action 2.9). Provided for free through December 2026 by the Santa Barbara County Education Office due to a Mental Health Student Services Act (MHSSA) grant, community navigators currently provide one day per week of service at our junior high schools. The navigators connect families of students with acute mental health needs to community-based care -- a service sorely needed in a time when many counselors have full caseloads. They also run skill-building groups focused on skills such as managing stress, being organized for school, time management, etc. The MHSSA grant runs out in December 2026, but LCAP funding will enable us to continue these services through the end of 2026-2027.

For reference, schools with an unduplicated pupil percentage greater than 55% in 2025-2026 are the following: Olga Reed School, 91.08%; Orcutt School for Independent Study, 73.91%; Alice Shaw School, 72.57%; Lakeview Junior High School, 69.37%; Joe Nightingale School, 68.85%; and Patterson Road School, 61.94%. Schools with an unduplicated pupil percentage below 55% are Pine Grove School, 53.68%; Orcutt Junior High School, 53.06%, and Ralph Dunlap School, 50.78%.

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	Pine Grove School Ralph Dunlap School Orcutt Junior High School 1:16.798	Alice Shaw School Joe Nightingale School Patterson Road School Olga Reed School Orcutt School for Independent Study Lakeview Junior High School 1:15.401

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	Pine Grove School Ralph Dunlap School Orcutt Junior High School 1:16.448	Alice Shaw School Joe Nightingale School Patterson Road School Olga Reed School Orcutt School for Independent Study Lakeview Junior High School 1:16.075

2026-27 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	$46,340,914	8,675,575	18.721%	0.000%	18.721%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,864,953.26	$3,860,003.00	$10,000.00	$42,944.65	$11,777,900.91	$10,136,375.91	$1,641,525.00

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
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	$591,618.79	$0.00	$591,618.79	$0.00	$0.00	$0.00	$591,618.79	
1	1.3	Executive Director of Curriculum & Instruction	All	No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
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	$24,419.20	$130,000.00	$154,419.20	$0.00	$0.00	$0.00	$154,419.20	
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	1.8%
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	$234,591.29	$336,652.90	$571,244.19				$571,244.19	
1	1.8	Professional Consulting Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	
1	1.9	English Language Development (ELD) Support	English Learners	Yes	Limited to Undupli	English Learners	All Schools	Ongoing	$0.00	$30,000.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	

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	$0.00	$22,500.00	$22,500.00	$0.00	$0.00	$0.00	$22,500.00	
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	$3,052.40	$0.00	$3,052.40	$0.00	$0.00	$0.00	$3,052.40	
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	$755,338.91	$5,000.00	$760,338.91	$0.00	$0.00	$0.00	$760,338.91	
1	1.13	Math Intervention - Art/Music Instruction for Students in Grades TK-6	All	No				Ongoing	$711,360.72	$12,300.00	$0.00	$723,660.72	$0.00	$0.00	$723,660.72	
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	$297,955.88	$0.00	$297,955.88	$0.00	$0.00	$0.00	$297,955.88	

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: Lakeview Junior HighOrcutt Junior High	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	On-going	$504,784.51	$0.00	$504,784.51	$0.00	$0.00	$0.00	$504,784.51	
1	1.18	Improved Differentiation and Support via Artificial Intelligence (AI)	All	No				On-going	$0.00	$27,610.00	$0.00	$27,610.00	$0.00	$0.00	$27,610.00	
1	1.19	Executive Director of Learner Support Services*	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$187,554.11	$0.00	$166,828.11	$20,726.00	$0.00	$0.00	$187,554.11	
1	1.20	Coordinator of Academic Intervention and Enrichment*	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$178,454.54	$0.00	$107,084.54	$71,370.00			$178,454.54	
1	1.21	Bilingual Instructional Assistants*	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	On-going	$186,406.90	$0.00	$186,406.90				$186,406.90	
1	1.22	Equity for School with Highest UDP Percentage*	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Olga Reed	On-going	$172,620.00	$0.00	$172,620.00	$0.00	$0.00	$0.00	$172,620.00	
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	$20,000.00	$20,366.10	$0.00	$0.00	$0.00	$20,366.10	
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	$907,515.07	$232,744.00	$955,674.07	$184,585.00	$0.00	$0.00	$1,140,259.07	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	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	$64,710.88	$0.00	$64,710.88	$0.00	$0.00	$0.00	$64,710.88	
2	2.4	Attendance Incentives and Accountability	All	No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.5	Expanded Learning Opportunities Program (ELO-P) Enrichment Programming	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	
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	$181,879.90	$2,760.00	$184,639.90	$0.00	$0.00	$0.00	$184,639.90	
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	$145,611.69	$0.00	$145,611.69	$0.00	$0.00	$0.00	$145,611.69	
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	$891,636.31	$0.00	$891,636.31	$0.00	$0.00	$0.00	$891,636.31	
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	August 2024 and moving forward	$802,328.90	$729.96	$803,058.86	$0.00	$0.00	$0.00	$803,058.86	

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
							Ralph Dunlap schools Alice Shaw, OSIS, Pine Grove, Orcutt Junior High SchoolTK-6									
2	2.11	Data Specialist for Student Services*	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$134,180.00	$0.00	$134,180.00				$134,180.00	
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
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	$18,088.80	$55,691.66	$73,780.46	$0.00	$0.00	$0.00	$73,780.46	
3	3.4	School Readiness Network	All	No			Specific Schools:	August 2024 and moving forward	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
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	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	
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	$40,000.00	$30,000.00	$10,000.00	$0.00	$0.00	$40,000.00	
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	$408,199.16	$990.00	$366,244.51			$42,944.65	$409,189.16	

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
4	4.4	Support for Foster/Homeless Families	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools TK-8	Ongoing	$24,180.13	$47,200.00	$71,380.13	$0.00	$0.00	$0.00	$71,380.13	
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	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
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	On-going	$162,816.92	$0.00	$162,816.92	$0.00	$0.00	$0.00	$162,816.92	
5	5.1	Professional Development for Teachers, Administrators, and Classified Employees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$267,000.00	$0.00	$267,000.00	$0.00	$0.00	$0.00	$267,000.00	
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	
6	6.1	Increase Targeted Grade-Level Math Instruction*	All	No			Specific Schools: OSIS		$31,757.60	$0.00		$31,757.60			$31,757.60	
6	6.2	Math Support Teacher*	All	No			Specific Schools: OSIS		$41,500.00	$0.00		$41,500.00			$41,500.00	

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
6	**6.3**	Professional Development Impacting Math Achievement*	All	No					$0.00	$22,378.40		$22,378.40			$22,378.40	

2026-27 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
$46,340,914	8,675,575	18.721%	0.000%	18.721%	$7,864,953.26	1.800%	18.772 %	**Total:**	$7,864,953.26
								LEA-wide Total:	$5,480,430.55
								Limited Total:	$676,531.54
								Schoolwide Total:	$1,707,991.17

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	$591,618.79	
1	1.4	Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$154,419.20	
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	1.8%
1	1.7	On-Site Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	$571,244.19	
1	1.8	Professional Consulting Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	1.9	English Language Development (ELD) Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$30,000.00	

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	$22,500.00	
1	1.11	SEE Learning (Social/Emotional Learning Curriculum)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,052.40	
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	$760,338.91	
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	$297,955.88	
1	1.16	Co-taught Core Courses at Junior High Schools				Specific Schools: Lakeview Junior High	$0.00	
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	$504,784.51	
1	1.19	Executive Director of Learner Support Services*	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$166,828.11	
1	1.20	Coordinator of Academic Intervention and Enrichment*	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$107,084.54	
1	1.21	Bilingual Instructional Assistants*	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$186,406.90	
1	1.22	Equity for School with Highest UDP Percentage*	Yes	Schoolwide	English Learners Low Income	Specific Schools: Olga Reed	$172,620.00	
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	$20,366.10	
2	2.2	Behavioral Supports for Identified Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$955,674.07	

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 (%)
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	$64,710.88	
2	2.7	Special Education Program Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$184,639.90	
2	2.8	Special Education Teacher on Special Assignment (TOSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	$145,611.69	
2	2.9	Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	$891,636.31	
2	2.10	Vice-Principal Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Alice Shaw, OSIS, Pine Grove, Orcutt Junior High School	$803,058.86	
2	2.11	Data Specialist for Student Services*	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$134,180.00	
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	$73,780.46	
4	4.1	School-Home Communication Platform	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
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	$30,000.00	
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	$366,244.51	
4	4.4	Support for Foster/Homeless Families	Yes	Limited to Unduplicated	Foster Youth	All Schools TK-8	$71,380.13	

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 (%)
				Student Group(s)				
4	**4.5**	Parent/Family Education Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
4	**4.7**	Improve Health Services for Unduplicated Pupils	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Olga Reed	$162,816.92	
5	**5.1**	Professional Development for Teachers, Administrators, and Classified Employees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$267,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,782,540.88	$10,216,539.50

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	$200,000.00
1	**1.2**	Teacher on Special Assignment (TOSA) Support	Yes	$419,892.50	$409,503.00
1	**1.3**	Executive Director of Curriculum & Instruction	Yes	$228,711.52	$229,000.00
1	**1.4**	Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring	Yes	$81,827.00	$128,389.00
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	$597,540.93	$588,008.00
1	**1.8**	Professional Consulting Support	No	$50,000.00	$50,000.00
1	**1.9**	English Language Development (ELD) Support	Yes	$40,000.00	$28,930
1	**1.10**	Support for Foster Youth and Students Experiencing Homelessness	Yes	$54,317.24	$35,682.00
1	**1.11**	SEE Learning (Social/Emotional Learning Curriculum)	Yes	$5,000.00	$1,922.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Math Intervention - Physical Education Instruction by Credentialed Teachers for Students in Grades TK-6	Yes	$713,229.63	$736,290.00
1	1.13	Math Intervention - Art/Music Instruction for Students in Grades TK-6	No	$558,050.45	$686,177.00
1	1.14	Pre-service Curriculum Training for New Teachers	No	$20,000.00	$20,000.00
1	1.15	Instructional Assistant Support for Kindergarten Students	Yes	$311,050.40	$293,891.00
1	1.16	Co-taught Core Courses at Junior High Schools	No	$20,000.00	$21,750.00
1	1.17	Restructure Junior High School Master Schedule*	Yes	$493,984.53	$483,841.00
1	1.18	Improved Differentiation and Support via Artificial Intelligence (AI)*	No	$27,610.00	$23,468.50
2	2.1	Multi Tiered System of Support (MTSS) Plan for Behavior	Yes	$16,366.10	$4,871.00
2	2.2	Behavioral Supports for Identified Students	Yes	$725,746.02	$950,723.00
2	2.3	Supporting Positive Behavior at Junior High Schools	Yes	$42,712.25	$27,996.00
2	2.4	Attendance Incentives and Accountability	Yes	$1,000.00	$0.00
2	2.5	Expanded Learning Opportunities Program (ELO-P) Enrichment Programming	No	$2,145,915.28	$2,360,134.00
2	2.6	Inclusive Practices and Universal Design for Learning (UDL)	No	$30,500.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Special Education Program Specialist	Yes	$179,650.13	$178,803
2	2.8	Special Education Teacher on Special Assignment (TOSA)	Yes	$136,863.48	$142,360.00
2	2.9	Counseling Support	Yes	$900,436.38	$907,293.00
2	2.10	Vice-Principal Support	Yes	$606,750.68	$662,751.00
3	3.1	Community Outreach Efforts	Yes	$20,000.00	$0.00
3	3.2	Student Support from Community Partners	No	$0.00	$0.00
3	3.3	Student Enrichment Opportunities in Community	Yes	$96,418.50	$134,850.00
3	3.4	School Readiness Network	No	$30,000.00	$0.00
4	4.1	School-Home Communication Platform	Yes	$72,342.62	$48,838.00
4	4.2	Improved Marketing and Accessibility of District for Parent and Community Engagement	Yes	$20,000.00	$0.00
4	4.3	Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families	Yes	$313,559.63	$275,102.00
4	4.4	Support for Foster/Homeless Families	Yes	$109,521.86	$39,411.00
4	4.5	Parent/Family Education Events	Yes	$1,000.00	$56.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.6**	California Community Schools Partnership Program (CCSPP)	No	$0.00	$0.00
4	**4.7**	Improve Health Services for Unduplicated Pupils*	Yes	$167,543.75	$123,000.00
5	**5.1**	Professional Development for Teachers, Administrators, and Classified Employees	No	$25,000.00	$31,500.00
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	$27,000.00
5	**5.4**	Continued Maintenance and Refreshment of Technology Devices for Students	No	$300,000.00	$365,000.00

2025-26 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)
$7,029,384	$6,101,141.74	$6,230,817.08	($129,675.34)	1.600%	1.800%	0.200%

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	$419,892.50	$409,502.83		
1	1.3	Executive Director of Curriculum & Instruction	Yes	$27,332.76	$28,306.91		
1	1.4	Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring	Yes	$81,827.00	$128,389.80		
1	1.5	Targeted Professional Learning Community (PLC) Work	Yes	$0.00	$0.00	1.6%	1.8%
1	1.7	On-Site Academic Intervention	Yes	$597,540.93	$588,008.44		
1	1.9	English Language Development (ELD) Support	Yes	$40,000.00	$28,930.00		
1	1.10	Support for Foster Youth and Students Experiencing Homelessness	Yes	$54,317.24	$35,682.03		
1	1.11	SEE Learning (Social/Emotional Learning Curriculum)	Yes	$5,000.00	$1,922.22		
1	1.12	Math Intervention - Physical Education Instruction by Credentialed Teachers for Students in Grades TK-6	Yes	$713,229.63	$736,290.14		
1	1.15	Instructional Assistant Support for Kindergarten Students	Yes	$311,050.40	$293,891.07		

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	1.17	Restructure Junior High School Master Schedule*	Yes	$493,984.53	$483,840.76		
2	2.1	Multi Tiered System of Support (MTSS) Plan for Behavior	Yes	$16,366.10	$4,871.25		
2	2.2	Behavioral Supports for Identified Students	Yes	$725,746.02	$950,723.00		
2	2.3	Supporting Positive Behavior at Junior High Schools	Yes	$42,712.25	$27,996.00		
2	2.4	Attendance Incentives and Accountability	Yes	$1,000.00	$0.00		
2	2.7	Special Education Program Specialist	Yes	$179,650.13	$178,802.48		
2	2.8	Special Education Teacher on Special Assignment (TOSA)	Yes	$136,863.48	$142,359.00		
2	2.9	Counseling Support	Yes	$900,436.38	$907,293.00		
2	2.10	Vice-Principal Support	Yes	$606,750.68	$662,751.00		
3	3.1	Community Outreach Efforts	Yes	$20,000.00	$0.00		
3	3.3	Student Enrichment Opportunities in Community	Yes	$96,418.50	$134,850.00		
4	4.1	School-Home Communication Platform	Yes	$72,342.62	$48,838.07		
4	4.2	Improved Marketing and Accessibility of District for Parent and Community Engagement	Yes	$10,000.00	$0.00		
4	4.3	Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families	Yes	$270,614.98	$275,102.00		
4	4.4	Support for Foster/Homeless Families	Yes	$109,521.86	$39,411.08		
4	4.5	Parent/Family Education Events	Yes	$1,000.00	$56.00		
4	4.7	Improve Health Services for Unduplicated Pupils*	Yes	$167,543.75	$123,000.00		

2025-26 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)
$44,426,951	$7,029,384	0%	15.822%	$6,230,817.08	1.800%	15.825%	$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 2026-27, 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 32627(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 32627(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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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 32627(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 32627(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
November 2024