



# 2023-24 Local Control and Accountability Plan (LCAP) Overview

## Orcutt Union School District

### State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

### Local Control Funding Formula

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.

### Local Control Accountability and Plan


The Local Control Accountability and Plan (LCAP) shows how these funds will improve student outcomes and performance for all students.

Student Enrollment


Our Community

2023-24 LCAP Funding Overview


Ethnicity	Percent of Enrollment
African American	0.8
American Indian	0.6
Asian	1.2
Filipino	1.1
Hispanic/Latino	55.8
Pacific Islander	0.1
White	31.8
Two or More Races	6.0
Student Group	Percent of Enrollment
English Learners	11.6
Low Income	40.2
Foster Youth	0.7




**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 a part of the Santa Maria Valley Communities Served**



**3,994**  
Students



**8**  
Schools



**482**  
Staff

Funding Source	Totals
LCFF Funds	\$4,237,453.84
Other State Funds	\$1,042,259.00
Local Funds	
Federal Funds	\$666,462.00
<b>Total Funds</b>	<b>\$5,946,174.84</b>
Type	Totals
Personnel	\$4,846,288.62
Non-Personnel	\$1,099,886.22



# 2023-24 LCAP Goals and Services




## GOAL

# 1

We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.



**State Priorities:** Priority 2 (State Standards: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes),  
**Local Priority:** OUSD Strategic Plan

1.1	<p><b>Teacher on Special Assignment (TOSA) Support</b> All teachers will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSAs). TOSAs will support school sites with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2. TOSAs will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English learners, foster youth, homeless youth, and low-income students.</p>	\$820,508.23	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
1.2	<p><b>Standards-Based Materials</b> Standards-based materials will be available to all students. Science curriculum was piloted by teachers in grades K-8 during the 2019-2020 and 2020-2021 school years. A committee consisting of teachers provided input and guidance for curriculum selection. A TK science program by the same publisher was viewed and chosen by TK teachers. A presentation was made to the school board and materials were adopted in February 2021. Teachers received materials and were trained in the new science adoptions at the end of the 2020-2021 school year in preparation for the 2021-2022 school year. The science adoption materials contain resources for English Learners and students needing academic support.</p>	\$37,000.00	 <b>All Students</b>
1.3	<p><b>Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring</b> Universal screening, formative assessments and MTSS progress monitoring assessments will be administered to students to identify areas of need, effectiveness of program, and to monitor student progress. Data will be analyzed specific to English Learners, foster youth, homeless youth and low income students to determine if instructional strategies are effective. 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, and to monitor student progress. Data will also be utilized to communicate information regarding student progress with parents and students. NWEA, Acadience, PathBlazer/Compass Learning will be available to individualize instruction as NWEA levels populate to PathBlazer to assist in targeting specific student academic needs.</p>	\$83,980.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>

<p><b>1.4</b></p>	<p><b>Professional Learning Communities (PLC)</b>  Professional Learning Community (PLC)/Leadership Team Members will receive a stipend in exchange for attending leadership team meetings, facilitating weekly PLC team meetings, making regular reports to administration, communicating leadership team decisions to the grade level/department PLC team, and other negotiated duties. The focus of the PLC team and Leadership Team meetings will be on student achievement and meeting the needs of at-promise students, specifically English Learners, foster students, homeless students, English Learners, low-income students, and students with disabilities. Special Education teachers can join general education teachers in these discussions.</p>	<p>\$101,296.00</p>	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
<p><b>1.5</b></p>	<p><b>On-Site Intervention</b>  Identified students will receive targeted support through on-site interventions provided by the classroom teacher, hourly intervention teachers, and the grade level teaching team (Tier 1 and 2). TOSAs will provide support for identification of and training in effective, research-based intervention for at-promise youth (ELs, foster/homeless youth, low-income students, and students with disabilities).</p>	<p>\$463,252.62</p>	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
<p><b>1.6</b></p>	<p><b>Professional Consulting, Support Programs</b>  Professional consulting in the areas of English/language arts and math will be available to teachers and administrators for support in focusing on students who are performing below standard. Programs will be utilized to double- and triple-dose students in need of additional instruction and practice. Instruction may also be provided during non-school hours and during breaks in school. Providing strategies in supporting at-promise students including English Learners, foster youth, homeless youth, low-income students will be the main focus.</p>	<p>\$60,000.00</p>	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
<p><b>1.7</b></p>	<p><b>English Language Development (ELD) Support</b>  Provide translation support and access to community/school/district resources through bilingual community liaisons and bilingual staff. Monitor student data and instructional practices. Provide an ELD TOSA to coach teachers in the delivery of designated and integrated ELD and provide resources and support to classroom teachers for newcomers and Long Term English Learners (LTELs).</p>	<p>\$185,597.00</p>	 <b>English Learners</b>
<p><b>1.8</b></p>	<p><b>Extra Support for Foster/Homeless Students</b>  Small-group and individual tutoring will be made available for at-promise foster and homeless youth. Scholarships to participate in enrichment activities will be made available to foster and homeless youth.</p>	<p>\$13,000.00</p>	 <b>Foster Youth</b>
<p><b>1.9</b></p>	<p><b>Executive Director of Curriculum &amp; Instruction</b>  All teachers and administrators will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of the executive director of curriculum &amp; instruction. The executive director will ensure that the MTSS plan is complete and implemented with fidelity. The executive director will gather and monitor school site and district data to insure that at-promise students, especially English Learners, foster and homeless youth, students with special needs and low income students are receiving needed interventions and are making adequate progress. The executive director will regularly consult with site leadership teams to evaluate, monitor and revise program structures to meet the needs of at-promise students, specifically,</p>	<p>\$215,400.00</p>	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>

	English Learners, foster youth, homeless youth, students with special needs and low income students.		
1.10	<p><b>Implementation of Summer Extended Learning Opportunities</b></p> <p><b>(Action modified for 2023-2024)</b></p> <p>Students entering grades K-6 will be have the opportunity to be enrolled in a summer camp that provides academic enrichment, recreation, socialization, and nutrition. The camp will be operated by the district's Campus Connection Childcare Program in alignment with state Expanded Learning Opportunities Program (ELO-P) requirements. Teachers will be hired to provide an academic component to the camp in the mornings; content presented by teachers will include core literature (reader's workshop), SIPPS (reading intervention), math fluency activities, STEAM on Demand, SEE Learning, and physical education. Campus Connection staff will plan themed activities including visual arts in the afternoons. Additionally, students entering transitional kindergarten and kindergarten will be offered a two week "jump start" session right before school starts. Students in at-promise groups (homeless, foster, EL, students with special needs, and low income) will be given priority enrollment.</p>	\$470,000.00	 <p><b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b></p>
1.11	<p><b>Extended Learning Opportunities - Instructional Assistants in kindergarten</b></p> <p>Instructional assistants will be placed in full day kindergarten classrooms to support academic and behavioral needs of students. Priority for support will be given to at risk students (English Learners, homeless, foster, and low income students).</p>	\$285,894.00	 <p><b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b></p>
1.12	<p><b>Implementation of Full Day Kindergarten</b></p> <p>Kindergarteners will continue to attend school on a full-day schedule. Previously, kindergarten was on a staggered day schedule with a mid-day overlap.</p>	\$0.00	 <p><b>All Students</b></p>
1.13	<p><b>Program Specialist</b></p> <p>The program specialist will focus on the Multi-Tiered Systems of Support System (MTSS) to focus on the academic and social-emotional needs of our at-promise students (English learners, homeless, foster, students with special needs, and low income students). This person will also focus on Positive Behavioral Interventions and Supports (PBIS) systems to focus on behavior and social emotional needs of our at-promise students (English Learners, homeless youth, foster youth, students with disabilities, and low-income students).</p>	\$101,868.75	 <p><b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b></p>

## GOAL

# 2

We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future-ready, and thrive in a global society.



State Priorities: Priority 2 (State Standards: Conditions of Learning), Priority 7 (Course Access: Conditions of Learning)  
Local Priority: OUSD Strategic Plan


2.1	<b>CTE Programming</b> Career and Technical Education (CTE) Classes will be available to all junior high students. Equitable course access will be available for at-promise students (foster, homeless, EL, low income).	\$0.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
2.2	<b>Focus on Future Ready Enrichment Opportunities</b> E-sports will be available to junior high students with equitable access to students in at-promise groups (foster, homeless, low income, EL). Additional opportunities will be available such as coding, digital media, etc. to all students in all grade levels again with equitable access to students in at-promise groups (foster, homeless, low-income, EL).	\$0.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
2.3	<b>Professional Development in Integration of Technology for Future Ready Skills</b> Teachers will receive professional development in the integration of technology for future ready skills by TOSAs, consultants, outside workshops/conferences. Priority will be given to technology and PD that focuses on needs of at-promise learners including homeless, foster, EL, low income and students with disabilities.	\$59,259.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
2.4	<b>Technology Devices for Students</b> Each student will be issued a technology device (chromebook or iPad) to be used at home and at school. Hotspots will be available for students who do not have adequate access to wifi. If wifi cannot be accessible at home, arrangements will be made so that students can be on campus additional time to be able to access wifi. Funds will be available for devices damaged or lost by students.	\$400,000.00	 <b>All Students</b>
2.5	<b>Creative Learning Environments</b> Staff will investigate alternatives for creative learning environments, including furniture, technology, physical space, and tools to improve student engagement and learning.	\$0.00	 <b>All Students</b>


## GOAL


3

**We will provide our staff inspiring, relevant, and meaningful learning and wellness opportunities in a safe supportive environment to prepare for the ever-changing needs of our district.**

**State Priorities: Priority 1 (Basic: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes), Priority 7 (Course Access: Conditions of Learning)**  
**Local Priority: OUSD Strategic Plan**



3.1	<b>Restructuring Instructional Time</b> Time is built into the school day for all teachers to meet weekly for at least 60 minutes. This time for Professional Learning Communities (PLCs) is spent discussing essential learning targets, student achievement data, teacher observations, best practices in instruction, and the use of intervention time to target instruction for our students in at-promise groups (English Learners, foster, homeless, low-income, and Special Education). The Executive Director of Curriculum & Instruction and TOSAs analyze student intervention data regularly with a focus on at-promise students (English	\$622,704.90	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
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	Learners, homeless, foster, low income, and students with disabilities). Funds are used to compensate teachers for increasing their work day.		
3.2	<b>Professional Development in Universal Design for Learning</b> Administrators and teachers will receive inservice in UDL to learn strategies to assist students in at-promise groups (SWD, foster, homeless, ELs, low-income) to successfully participate in instruction. Additionally, learning strategies such as Problem-Based Learning, Questioning, Literature Circles, Center-Based Learning, Socratic Instruction, etc. will be considered to engage students.	\$10,000.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>


## GOAL




4






**We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.**

**State Priorities: Priority 3 (Parental Involvement: Engagement), Priority 5 (Pupil Engagement: Engagement), Priority 6 (School Climate: Engagement), Priority 8 (Other Pupil Outcomes: Pupil Outcomes)**




**Local Priority: OUSD Strategic Plan**



4.1	<b>Art/Music Provided to Students While Teachers Are Implementing Math Intervention</b>  (Action modified for 2023-2024)  Every student in grades K-6 will receive weekly classroom music instruction with a credentialed music teacher. This time will be coordinated with visual arts instruction and physical education to allow teachers to implement math intervention that could include reteaching, frontloading, individual tutoring, and/or an evidence-based intervention program. Every six weeks, this time will be devoted to a Professional Learning Community meeting in which teachers can assess student progress and plan best next steps. Professional development for music teachers will be available. The Orcutt Children's Arts Foundation will assist with funding for the art program. Providing this math intervention time will contribute to improved academic outcomes for at-promise students, who include homeless, foster, English Learners, and low-income students.	\$433,174.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
4.2	<b>Counseling Services</b> Continue counseling services at all District schools with credentialed counselors hired directly by the District. Priority for services to target the needs of English Learners, foster/homeless youth, and low-income students.	\$448,042.28	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
4.3	<b>Implementation of Positive Behavioral Interventions and Supports (PBIS)</b> PBIS implementation and training for each school will continue. Funds will be used for substitute teachers for attendance at PBIS training as well as the contract with Cal Tac to provide PBIS training. The goal of PBIS is to reduce suspensions and to increase attendance. Attendance and suspension data of at-promise students (ELs, foster, homeless, low-income, and students with disabilities) will be closely monitored. The EduClimber data management program will be utilized to gather, analyze and communicate academic data to staff. School leadership teams will analyze this data at	\$58,746.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>

	least monthly to evaluate/ and modify (as needed) MTSS SEL/Suspension flowchart protocols for individual students (again, with a priority focus on at-promise student groups: EL, foster, homeless, low income, and Special Education).		
4.4	<p><b>Focus on Attendance Data</b></p> <p>With the direction and support of the district Educational Services Department, schools will collect and analyze attendance data monthly with a focus on at-promise student groups (low income, foster, homeless, English learners, and students with special needs). School leadership teams will analyze this data at least monthly to evaluate/ and modify (as needed) attendance incentive opportunities for individual students (again, with an emphasis on at-promise student groups: foster, homeless, English learners, low income, and students with special needs).</p>	\$0.00	 <p>English Learners Foster Youth Low Income</p>
4.5	<p><b>Focus on Positive Behavior/Suspension/Expulsion Data</b></p> <p>Under the direction and with the support of the district Educational Services Department, schools will collect and analyze suspension and expulsion data monthly with a priority focus on at-promise student groups (English learners, foster, homeless, special education, low income students). School leadership teams will analyze this data at least monthly to evaluate and modify (as needed) MTSS SEL/Suspension flowchart protocols for individual students (again, with a priority focus on at-promise student groups: English learners, foster, homeless, low income, and students with special needs).</p>	\$0.00	 <p>English Learners Foster Youth Low Income</p>
4.6	<p><b>Provide Credentialed PE Teachers for TK-6 Students</b></p> <p>Provide additional time for targeted instruction and Professional Learning Communities, especially for English Learners, foster youth, homeless youth, and low income students through the implementation of bi-weekly physical education instruction with credentialed physical education teachers in grades TK-6. Class sizes larger than 50 students will receive support from a PE Classified Instructional Assistant. Materials and equipment will be provided to support equal access to PE standards and programming. The PE program will have a social-emotional focus to target needs of at-promise students (English learners, foster, homeless, low-income). The PE program also will support math intervention (see comment for 4.1).</p>	\$628,747.84	 <p>English Learners Foster Youth Low Income</p>
4.7	<p><b>Parent Square Home/School Communication Platform</b></p> <p>Continue district/teacher/parent access to Parent Square.</p>	\$42,000.00	 <p>English Learners Foster Youth Low Income</p>
4.8	<p><b>Enrichment Opportunities</b></p> <p><b>(Action modified for 2023-2024)</b></p> <p>Implementation of enrichment activities for students that provide new experiences, teach new skills, and contribute to social/emotional health. As possible, these activities also can incorporate creativity, critical thinking, collaboration, and communication. Activities to be planned in 2023-2024 include the district's swim lesson program for fourth graders, makerspace activities based in school libraries, and field trips. These experiences are important for all students, but especially important for at-promise students: foster, homeless, English Learners, low-income, and students with disabilities.</p>	\$325,704.22	 <p>English Learners Foster Youth Low Income</p>



<p><b>4.9</b></p>	<p><b>Social/Emotional Learning Curriculum</b>  Under the direction and with the support of the Educational Services Department, the Social, Emotional, and Ethical (SEE) Learning will be implemented as the district's curriculum for social/emotional learning. Teachers are being asked to deliver one SEE Learning lesson per month in 2023-2024. A team of three district educators has completed a yearlong SEE Learning facilitator certification course and will be on hand to guide implementation. School leadership teams will be able to provide input on implementation during the course of the school year. Funds will be spent on staff training, programs, release time, and materials.</p>	<p>\$50,000.00</p>	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
<p><b>4.10</b></p>	<p><b>Social Worker</b>  <b>(Action discontinued for 2022-2023)</b></p> <p>A social worker will be added to the OUSD staff to target and meet the needs of students in at-promise groups (special education, homeless, foster, low-income, and English Learners).</p> <p>(An additional elementary counselor was funded instead of a social worker. The position was not paid for out of LCAP funds. See note later in this section.)</p>		 <b>All Students</b>
<p><b>4.11</b></p>	<p><b>Vice Principal</b>  A vice principal will be on site at four Title I schools an additional day (supplemental to the number of days provided at non-Title I schools) to coordinate services to target the needs of English learners, foster/homeless youth, and low income students, and to work with the parents of these at-promise students to support academic and behavioral needs.</p>	<p>\$30,000.00</p>	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>

Educational Partner	Major Changes for 2023-24	We Want to Increase	We Want to Decrease
<p>Various stakeholders participate in the LCAP process including parents and guardians, community members, students, local bargaining units, and educators. The stakeholder engagement process is highly focused on informing stakeholders about the LCAP, reporting district and site-level strategies for LCAP funds, and collecting input and feedback. Changes to the LCAP as a result of stakeholder feedback are outlined in the Stakeholder Engagement section of the LCAP. Development of the 2021-2024 LCAP involved 200+ meeting participants, 15+ meetings, hundreds of survey responses, and many suggestions. Each year, the LCAP stakeholder engagement process is repeated and even more input is gathered to guide the goals and action steps.</p>	<p>Changes to the 2021-22 LCAP include adjustments to expenditures to more closely align with estimated actual costs of the 2021-22 school year. Additions to the plan this year include an Executive Director of Educational Services, a Social Worker, a Program Specialist, additional vice principal support, an emphasis on social emotional well-being, intervention support at the junior highs, and professional development in the area of Universal Design for Learning.</p>	<ul style="list-style-type: none"> <li>CAASPP Proficiency Rates</li> <li>ELPAC Proficiency</li> <li>EL Re-Classification Rates</li> <li>Student Participation in the Arts</li> <li>Technology Integration</li> <li>Implementation of State Standards</li> <li>Implementation of 21st Century Skills</li> <li>Professional Learning Communities</li> <li>Physical Fitness Test Pass Rate</li> <li>Attendance Rates</li> <li>Parent/Community Engagement &amp; Satisfaction</li> <li>Positive School Culture</li> <li>Graduation Rates</li> </ul>	<ul style="list-style-type: none"> <li>Chronic Absenteeism</li> <li>Suspensions</li> </ul>

**Orcutt Union School District**

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