



## 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
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## Plan Summary [2023-24]

### General Information

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

The Orcutt Academy is a public charter school that is chartered and operated by the Board of Trustees of the Orcutt Union School District, and functions with dependence on the governance and administration of the district. The Orcutt Academy operates under its own distinct County/District/School (CDS) number and designated Charter Number (#967). Students take the same statewide assessments and the school is subject to the same accountability measures as other public schools and districts. The Orcutt Academy uses thematic learning strategies in grades TK-8 that transition to a college preparatory focus and Advanced Placement and concurrent college enrollment opportunities at Orcutt Academy High School. The current school year is OA's 15th year of operation.

The Academy has been successful on many levels. It has solid student assessment results, strong enrollment interest from students and families, and a six-year accreditation term from the Western Association of Schools and Colleges (WASC). In Fall 2013, the Orcutt Union School District Board of Trustees received a California School Boards Association Golden Bell Award for its leadership and initiative in envisioning, launching, and operating Orcutt Academy High School (OAHS). In Spring 2015 and again in Spring 2017, Orcutt Academy High School achieved a "Silver" rating from U.S. News & World Report, distinguishing it as one of the top high schools in the nation. In Spring 2018, the Orcutt Academy's charter was renewed for the second time by the Orcutt Union School District Board of Trustees. Last spring

OAHS learned that the University of California a-g completion percentage of its Class of 2021 -- 73.9% -- led all school districts and charter schools in Santa Barbara and San Luis Obispo counties.

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

Enrollment for 2022-2023 for transitional kindergarten through 12th grade at OA is 768. Enrollment has declined from 871 students in 2020-2021, and that is due to the removal of the district's independent study program from the umbrella of Orcutt Academy. The program has become an individual district school entitled the Orcutt School for Independent Study.

Students attending the Orcutt Academy come from a cross-section of socioeconomic levels, cultural backgrounds, and family structures. The ethnic composition of the school for 2022-2023 is 41.80% White, 41.54% Hispanic or Latino, 8.07% Two or More Races, 2.08% Filipino, 2.08% Asian, 1.82% African American, 0.39% Pacific Islander, 0.39% American Indian or Alaska Native, and 1.82% Not Reported. Subgroup composition includes 25.91% Socioeconomically Disadvantaged, 7.81% Students with Disabilities, 2.86% English Learners, 0.65% Foster Youth, and 0.65% Homeless Youth.

The mission statement of the Orcutt Academy:

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

The Orcutt Academy’s Schoolwide Learner Outcomes (SLOs):

- Generate strong relationships. OA students will capitalize on a nurturing, inclusive environment to build strong relationships with each other and with staff.
- Refine academic and life skills. OA students will develop and apply academic and life skills. OA will provide high academic expectations and rigor while also providing timely interventions to ensure the success of all students.
- Exhibit a plan for the future. OA will prepare its students for college and career success. Students will graduate with a plan for postsecondary success that reflects individual goals and interests.
- Attitude rooted in responsibility and character. OA students are challenged to make moral and ethical decisions and to give back to their community.
- Total connection with school. OA students become affiliated with the school through involvement in a variety of extracurricular and cocurricular activities.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

For the Orcutt Academy Charter School and its parent Orcutt Union School District, the 2022-2023 school year has been another year of recovery from the lingering effects of the COVID-19 Era. While the COVID-19 virus receded and cases decreased substantially, the Academy continued to see levels of severe behaviors, mental health issues, and student inattentiveness considerably higher than they were prior to the pandemic. Meantime, the school worked hard to implement and restore programs that make a positive impact on students and families. So we are happy to list the following as notable achievements from the current school year:

- Orcutt Academy High School continued to boast a strong graduation rate, as its 95.6% result in 2022 earned a "very high" rating on the California School Dashboard. Additionally, the University of California A-G completion rate at OAHS remained solid at 65.44% in 2022.
- Orcutt Academy High School continued to make significant progress with offerings in Career and Technical Education (CTE). Its pathway in the Information Communication and Technologies (Networking) sector added a capstone course in CTE Cybersecurity. The course was well received by students, as some were able to earn industry certifications in cybersecurity. In addition, the school's theatre arts courses -- Drama, Advanced Drama Production, and Technical Theatre -- have become a CTE pathway in Arts, Media, and Entertainment (Performing Arts). Coupled with this, CTE students from OAHS are now participating in SkillsUSA competitions as part of Allan Hancock College's team. SkillsUSA is a career and technical student organization that involves students in vocational training and vocational skills competitions. Two OAHS students were able to accomplish silver medal recognition in a regional Skills USA competition held in Ontario in April. All of these CTE feats were highlighted at a meeting of the Santa Maria Breakfast Rotary Club at OAHS in April.
- Orcutt Academy High School's Early College Cadre partnership with Allan Hancock College is off to a good start. The first cadre completed a zero period course in Emergency Medical Services (EMS) 102 this spring that was well received and provided safety certifications for the students. The second cadre is ready to launch in June. All the while, OAHS continues to collaborate with Allan Hancock on concurrent enrollment offerings. Allan Hancock recently gave its blessing for OAHS to collaborate with Taft College on concurrent enrollment courses in English (English 1501: Enhanced Composition and Reading) and mathematics (Statistics 1510: Elementary Statistics) in the future. In the fall OAHS will host a zero period Allan Hancock course, Administration of Justice (AOJ) 105 (Community Policing), that will be open to all OAHS students. AOJ 105 meets both UC A-G and general education college transfer requirements.
- Enrollment interest in OAHS and OAK-8 continues to be solid, with almost every grade level sporting a long wait list. The number of applicants for the Academy was the highest since 2019, and ninth grade at OAHS attracted applicants from 23 different schools throughout northern Santa Barbara County and San Luis Obispo County.

- E-sports has become a popular and valued outlet for participating OAHS students, as Spartan e-sports teams qualified for CIF post-season competition this year. Additionally, students involved in the shoutcasting component of e-sports have gained valuable skills in public speaking and live-streaming.
- To meet students' mental health needs, the district began a collaboration with the Santa Barbara County Education Office on a Mental Health Student Services Act-funded program to provide students access to a community navigator. The community navigator is based at Orcutt Academy High School but also has been available to all schools to help the families of students with mental health issues access community-based care.
- The Academy and its school district continued to invite community engagement and to seek links to community partners. In November, the district hosted an Arts Showcase for community members, including some key donors for the Orcutt Children's Arts Foundation, that featured OAHS arts offerings. During the school year, OAHS hosted a meeting of the Santa Maria Breakfast Rotary to highlight college and career readiness programs there. The Management Team scheduled visits to Marian Medical Center, the Santa Maria Valley YMCA, the Santa Maria Police Department, and the Santa Maria Public Library to highlight community programming for OUSD students and to stay apprised of career options and industry trends. Continued community involvement is planned in 2023-2024.
- Facilities improvements continued. The Los Alamos campus enjoyed classroom modernization and an expansive new play structure funded by Measure G, the bond measure that OUSD voters approved in 2016. A large, Measure G-funded multi-use building for the Orcutt Academy High School campus is going up; when completed sometime during the 2023-2024 school year, the building will have a gymnasium for athletic events that can double as a performing arts venue. To provide more facilities for OAHS, two preschool programs (the Orcutt Early Learning Center and a special day class operated by the Santa Barbara County Education Office) will be moved off the high school campus in 2023-2024.
- The district took the needed steps toward implementing a social/emotional learning curriculum. SEE Learning is a K-12 education program developed at Emory University to provide educators with the tools to foster emotional, social, and ethical intelligence in students. Orcutt schools have piloted SEE Learning since 2021, and piloting continued this school year. Three staff took a year-long SEE Learning facilitator certification course that enables them to train others in the curriculum. Additionally, in March a large number of teachers and administrators completed an overview of SEE Learning that is a prerequisite for implementing the program. SEE Learning was taken to the school board for adoption in May.
- OAHS has worked to help graduating seniors receive the State Seal of Biliteracy, which signifies they have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. Nine members of the Class of 2023 will receive the State Seal at this year's graduation. The high was 18 in 2021.
- OAK-8 Office Manager Kathleen Stevenson was named 2023 County Classified School Employee of the Year in the clerical/administrative category.

- OAK-8 successfully resumed important special/extracurricular programs such as the school garden, Lego League robotics, and the Northern Santa Barbara County Math Super Bowl. These activities were well received by students and parents.

Like other school districts around the state, we are looking at results from Spring 2022 California Assessment of Student Performance and Progress (CAASPP) testing and the associated status levels on the California School Dashboard as a "new baseline" for evaluating student progress post-COVID. We will begin by citing dashboard status levels that can be regarded as successes:

- In English/Language Arts, the Academy received a "very high" rating schoolwide (39 points above standard). White students (65 points above) received a "very high" rating, and socioeconomically disadvantaged students (22.6 points above standard) received a "high" rating.
- In Mathematics, the Academy received a "medium" rating schoolwide (15.5 points below standard), and White students (11.3 points above) received a "high" rating.
- In Suspension Rate, the Academy received a "low" rating schoolwide (1.7% suspended at least one day). The Two or More Races subgroup (0% suspended) received a "very low" rating, and three subgroups received "low" ratings: students with disabilities (1.3% suspended), White students (1.5% suspended), and Hispanic students (2.1% suspended).
- In Graduation Rate, the Academy earned a "very high" rating schoolwide (95.6% graduated) and all three of its subgroups also were "very high": Socioeconomically disadvantaged students (96.6%), Hispanic students (96.4%), and White students (95.3%).

Northwestern Education Association (NWEA) Measures of Academic Progress (MAP) OAK-8 grade level scores on the Student Growth Summary Report (aggregate by grade level) show mixed progress in Reading and Mathematics when one compares Winter 2022 scores to Winter 2023 scores. Keep in mind that OAK-8 has small grade-level groups (14 to 16 in size) and thus the results can be idiosyncratic. Shown here are the mean RIT score for each grade level (RIT stands for Rasch UnIT and is a measurement scale developed to simplify the interpretation of test scores):

## READING

### Grade 1

Winter 2021-2022 - Mean RIT = 172.27

Winter 2022-2023 - Mean RIT = 165.93

### Grade 2

Winter 2021-2022 - Mean RIT = 174.62

Winter 2022-2023 - Mean RIT = 184.71

### Grade 3

Winter 2021-2022 - Mean RIT = 200.00

Winter 2022-2023 - Mean RIT = 196.29

Grade 4

Winter 2021-2022 - Mean RIT = 195.94

Winter 2022-2023 - Mean RIT = 208.64

Grade 5

Winter 2021-2022 - Mean RIT = 212.38

Winter 2022-2023 - Mean RIT = 206.56

Grade 6

Winter 2021-2022 - Mean RIT = 212.63

Winter 2022-2023 - Mean RIT = 219.19

Grade 7

Winter 2021-2022 - Mean RIT = 220.58

Winter 2022-2023 - Mean RIT = 222.05

Grade 8

Winter 2021-2022 - Mean RIT = 228.03

Winter 2022-2023 - Mean RIT = 223.50

MATH

Grade 1

Winter 2021-2022 - Mean RIT = 174.21

Winter 2022-2023 - Mean RIT = 174.93

Grade 2

Winter 2021-2022 - Mean RIT = 180.69

Winter 2022-2023 - Mean RIT = 186.57

Grade 3

Winter 2021-2022 - Mean RIT = 200.86

Winter 2022-2023 - Mean RIT = 200.79

Grade 4

Winter 2021-2022 - Mean RIT = 200.64

Winter 2022-2023 - Mean RIT = 209.79

### Grade 5

Winter 2021-2022 - Mean RIT = 214.44

Winter 2022-2023 - Mean RIT = 210.63

### Grade 6

Winter 2021-2022 - Mean RIT = 214.88

Winter 2022-2023 - Mean RIT = 227.88

### Grade 7

Winter 2021-2022 - Mean RIT = 230.19

Winter 2022-2023 - Mean RIT = 226.11

### Grade 8

Winter 2021-2022 - Mean RIT = 236.13

Winter 2022-2023 - Mean RIT = 235.17

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While we recognize that Spring 2022 CAASPP testing represents a new baseline for looking at student achievement, we do note the following as identified needs.

First, our high school has been given the Comprehensive Support and Improvement (CSI) designation due to its graduation rate. An erroneous data submission resulted in the OAHS graduation rate for 2019-2020 being reported as 1.5%, which impacts our four-year graduation rate and qualifies us for CSI. After considerable dialogue with the California Department of Education, we have learned that we need to accept the CSI designation and have a statutory obligation to develop and implement a CSI plan to raise our graduation rate.

California School Dashboard status levels released this fall show several areas of recommended focus for our school:

- In English/language arts, students with disabilities (73.8 points below standard) received a "very low" rating.
- In Mathematics, students with disabilities (95.4 points below) received a "very low" rating, and Hispanic students (50.4 points below) and socioeconomically disadvantaged students (48.7 points below) received "low" ratings.
- In Chronic Absenteeism, the Academy received a "very high" rating schoolwide (26.9% of students chronically absent), and three student groups also were "very high": socioeconomically disadvantaged students (35.9% chronically absent), Hispanic students (32.3%), and White students (20.6%).

Mathematics instruction was identified as a focus area for the district's professional development efforts in 2022-2023. The district's

Educational Services Department has brought on two consultants to work with teachers on Tier 1 math instruction. Themes have included following an acceleration model for instruction, utilizing manipulatives and digital manipulatives to build conceptual understanding, building number sense with mental math, and using mathematical tools such as the Desmos online scientific calculator for grades 6-12. The OAK-8/Los Alamos elementary master schedule will be changed in 2023-2024 to devote more time for math intervention.

The increased incidence of severe behaviors in 2021-2022 led to a focus early in the school year on professional development around classroom and school behavior systems. Dr. John Hannigan, co-author of the book Behavior Solutions, presented to teachers and administrators at a district professional development day in September, and the book was distributed districtwide. At a district professional development day in November, a virtual presentation by Dr. Todd Whitaker touched on win-win classroom discipline and the importance of developing relationships with students. At the same PD day, a panel presentation on classroom discipline was provided to transitional kindergarten and kindergarten teachers. Meantime, schools around the district revisited their PBIS matrices of expectations and retaught them to students.

Attendance remained a priority for the district. Two community liaisons were added to provide a higher level of support and communication to families. SARB referrals for identified students increased. Attendance has risen in 2022-2023, but it still has not reached pre-COVID levels. We expect to continue to focus on school attendance in 2023-2024.

The needs of foster youth and students experiencing homelessness are at the forefront. The district has had difficulty recruiting teachers to provide tutoring for these students (they are eligible for up to six hours of tutoring during the year), but as the year progressed we have had some luck inviting teachers to tutor foster or homeless youth in their own classrooms. The Expanded Learning Opportunities Program (ELO-P) also has been positive for these students in providing free childcare for those in grades TK-6.

Full inclusion for students with disabilities is emerging as an area of focus for the district. The district is making progress toward fulfilling the state's goal of having a minimum of 80% of students with disabilities being educated in a general education setting at least 80% of the time. That said, we recognize that teachers, paraprofessionals, and administrators need more training on best practices for inclusion, including ensuring that Special Education students have access to grade-level curriculum. Inclusion training for administrators is planned for June 2023, with training for teachers and paraprofessionals planned for 2023-2024.

While schools have been diligent about holding regular campus emergency drills, the district has determined that it needs to improve training and communication around how schools would respond to various emergency situations. Our district and other local school districts would like to strive for common protocols and common language across educational organizations and first responders. Accordingly, plans have been made to invest professional development time in 2023-2024 in emergency preparedness training.



# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Orcutt Academy will offer a variety of programs and supports specifically for unduplicated pupils: English Learners, foster youth, low-income students, and re-designated English Learners (Fluent English Proficient). These include highly trained classroom teachers at every school site, access to technology devices, counseling/mental health support for students, data analysis, intervention programs, individual/small group tutoring, assessments to monitor progress, individualized learning paths and online curriculum, attendance support, behavioral support, and enrichment activities. Goals for our new LCAP will remain the same:

- Goal 1: We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.
- 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.
- 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.
- Goal 4: We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

As a part of the Orcutt Union School District, the Academy continues to implement a Multi-Tiered Systems of Support (MTSS) model. District Teachers on Special Assignment (TOSAs) work closely with site administration and leadership teams to identify and allocate resources to appropriate students targeting English learners, foster youth, students with disabilities and/or students who are low income. In association with the progressive implementation of MTSS, the district's Executive Director of Curriculum & Instruction gathers, monitors, and shares data of students in at-risk groups (English Learners, students with disabilities, low-income students, homeless youth, and foster youth). The district also will offer services and programs that are aligned with LCAP goals and the OUSD Strategic Plan to serve all students. These include collaboration time for teachers to confer and plan for meeting student needs, stipends for teachers with additional duties as leads for PLC teams/members of site leadership teams, and district-wide benchmark assessments to monitor the progress of all students. The district has banked minutes to allow for an early student dismissal day for our teachers to meet in Professional Learning Communities (PLCs) to improve practice, use data to drive instruction, and target intervention to the needs of individual students, especially English Learners, foster youth, students with disabilities, and/or students who are socioeconomically disadvantaged.

In addition, the district will also offer additional instruction with specialists in the area of art, music, and physical education at OAK-8, which will enable teachers to implement math intervention and meet every six weeks in PLCs to assess student progress. An additional instructional block for physical education also allows for targeted small-group instruction (intervention and/or enrichment). Weekly classroom music instruction for all students in grades 1-6 is well received by students. Research shows music education prepares students to learn, facilitates student academic achievement, and develops the creative capacities for lifelong success. Elementary Physical Education instruction from a credentialed P.E. teacher also is provided. The physically active child is more likely to be academically motivated, alert, and successful. Visual arts instruction was added in the 2018-2019 school year to provide additional weekly instruction in grades K-6.

The social/emotional wellbeing of students is targeted in this LCAP. The district has adopted and will implement a social/emotional curriculum, SEE Learning. OAK-8 will continue its implementation of Positive Behavioral Interventions and Supports (PBIS) to focus on establishing and maintaining a positive social climate. We will continue to fund guidance counselors at OAHS and have added a guidance technician to allow the counselors more time to address mental health needs. Mental health support for students has been provided via an additional elementary counselor, with students in unduplicated subgroups prioritized for services.

Support for families also is included in this LCAP. During the 2022-2023 school year, the district added two community liaisons to give the district a total of six. Liaisons generally focus on English Learners and their families, but they are able to help other families as well. Focus areas for the liaisons include student enrollment, student attendance, and facilitating two-way communication between the family and school. In the past, liaisons were assigned to as many as three schools, but the additional hires enable the liaisons to be assigned to one or two sites.

## **Comprehensive Support and Improvement**

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Orcutt Academy High School qualifies for Comprehensive Support and Improvement (CSI) due to its graduation rate. An erroneous data submission resulted in the OAHS graduation rate for 2019-2020 being reported as 1.5%, and impacts our four-year graduation rate and qualifies us for CSI. After considerable dialogue with the California Department of Education, we have learned that we need to accept the CSI designation and have a statutory obligation to develop and implement a CSI plan to raise our graduation rate.

The current level of performance relative to the graduation rate is as follows: On the California School Dashboard, OAHS Academy has earned a "very high" rating schoolwide (95.6% graduated) and all three of its subgroups also are rated "very high": Socioeconomically disadvantaged students (96.6%), Hispanic students (96.4%), and White students (95.3%).

### ***Support for Identified Schools***

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

The Orcutt Union School District will support Orcutt Academy High School in the development and implementation of a CSI plan designed to improve the OAHS graduation rate. At this time the plan includes the following components:

- Credit recovery offerings both in the summer and during the school year that utilize the Edgenuity online platform. Edgenuity has proven to be a successful venue for credit recovery for OAHS students.

- Increased monitoring of student progress toward graduation by both the Counseling Office and school administrators. As needed, guidance counselors and the guidance technician will meet directly with students. They also will communicate directly with parents/guardians or meet directly with parents/guardians to make sure they are fully apprised of their children's status.
- Implementation of an Academic Seminar course for students whose overall grade point average is 2.0 or lower. Academic Seminar will be a year-long course designed to provide additional monitoring and support while also incorporating research-supported reinforcement of school connectivity and emotional intelligence. The teacher will meet with students one-on-one a minimum of two times per quarter to check in on progress in all classes. As needed, the teacher will instruct and mentor students so they develop comprehension and higher order thinking skills for all subject matter. Students will keep portfolios to provide evidence of academic growth through the semester. Students also will be involved in service projects to build a sense of accomplishment and increase engagement in their school.
- More, and more frequent, specific communication to incoming students about the school's graduation requirements and University of California A-G requirements.

It is envisioned that these efforts will take place in 2023-2024 and 2024-2025. This plan can be changed based on available data (see narrative for Monitoring and Evaluating Effectiveness).

### ***Monitoring and Evaluating Effectiveness***

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

The district's assistant superintendent of educational services will meet quarterly with OAHS site administrators to review the following:

- Course completion progress of students participating in credit recovery
- Data on communication with students and parents/guardians by Counseling Office and administrators
- Grade point averages, course completion, and assessment results of students participating in Academic Seminar

Additionally, the assistant superintendent will meet with the teacher of Opportunity Support and a focus group of students participating in the course to seek their feedback.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Engaging educational partners around the Orcutt Academy LCAP has been a three-pronged process.

The first part of the process was the updating of the district's Strategic Plan, on which LCAP goals and actions are based. Meetings took place on January 31 and February 22, and the updated plan, with new targets and action steps, was presented to and approved by the OUSD Board of Trustees on March 8.

The second part of the process has revolved around two surveys given to students, parents, and staff associated with the Academy.

LCAP Survey 1 (February-March 2023) focused on parent/family engagement, and 53 parents/guardians representing both OA sites and all grade levels responded.

LCAP Survey 2 (March-May 2023) solicited input on the effectiveness of current and proposed LCAP actions, and 34 school interest holders, including members of the OAK-8 and OAHS school leadership teams, responded.

The third and final part of the process consisted of meetings with educational partners. Most meetings included an update on LCAP goals, key actions and initiatives that have taken place this school year, and data findings thus far in the year. Attendees then were invited to complete LCAP Survey 2 or to participate in a structured conversation about district and school programming. Unlike past years, student groups were formed to intentionally include members of all unduplicated categories: low-income students, English Learners, foster youth, and students experiencing homelessness.

A listing of these meetings as applicable to the Orcutt Academy:

3/27/23 - Reviewed LCAP and sought input from OA School Advisory Council

4/19/23 - Met with OUSD Parent/Superintendent Group

4/25/23 - Professional development session on foster youth for OUSD Core Management Team by Cristina Ortega of SBCEO; this resulted in discussion on best next steps for serving these students

4/25/23 - Met with leadership teams from elementary schools (including OAK-8)

4/26/23 - Met with Santa Barbara County SELPA Executive Director Ray Avila

4/27/23 - Met with leadership teams from secondary schools (including OAHS)

5/8/23 - Met with Orcutt Educators Association representatives

5/12/23 - Met with student groups from Orcutt Academy HS

5/17/23 - Met with California School Educators Association representatives

5/19/23 - Sent out video and link to Survey 2 to all OUSD employees and all OA parents for final round of LCAP input

5/22/23 - Met with District English Learners Advisory Council (DELAC)

A summary of the feedback provided by specific educational partners.

The following is the feedback provided by each group:

Students (input from focus groups of high school students):

- Students generally believe they have caring, supportive relationships with their teachers.
- Academic instruction is neither too easy nor too difficult, but students would like to see instruction become more engaging. Students reported that the most rigorous courses are Advanced Placement (AP) courses. They did not regard concurrent enrollment courses (that provide college credit through Allan Hancock College) as overly difficult.
- Most students say the SPIN intervention period at OAHS is productive, with few students stating Spartan Homeroom is productive.
- Most students say they have recovered from the effects of the COVID-19 period of distance learning replacing in-person learning. "It has had more an effect emotionally and socially than on my learning," said one student. Another remarked, "I learned that I work better with in-person teaching."
- Students are feeling high levels of stress (4 on a scale of 0 to 5). Students interviewed attributed this to several reasons, including the pressure to succeed in school while also participating in sports and other activities, issues with friends and relationships, parental pressure to get good grades, the amount of schoolwork they have, family issues, and current events. Said one student, "It's hard to feel safe at school when you're hearing about all of these shootings every day."
- Students value counseling services and feel comfortable reaching out to the school's counselors. Students also said they feel comfortable going to teachers and school administrators if they have a problem.
- Students said they believe school rules are "about right" and "reasonable." Several students remarked on the need for more monitoring of what happens in school restrooms.
- Improvement ideas suggested by students include being stricter on bullying and sexual harassment, making private restrooms more available to students, and having a wider variety of meal options available.
- Students who are in foster care said they would appreciate more planning around their needs, access to mental health resources, and having clothing items available. "Please make sure that teachers know when we are in foster care," said one student. "This is my fourth time in foster care, and it is a big, drastic change for us. It will help if teachers know what we are going through."
- Students who are experiencing homelessness said they would appreciate access to transportation, counseling, hygienic products, and a "teen closet" with clothing items. "There are times where I can't come to school," said one student. "It would help to have a bus pass or some kind of way to get to school."

Parents:

- LCAP Survey 1, which was completed by 53 parents/guardians, showed 90.20% of respondents termed school-home communication regarding school activities as "excellent" or "good." The most relied-on communication methods by respondents are school or district Parent Square email posts (96.08% "frequently use" or ) and school Parent Square text messages (78.43% "frequently use"). Communication methods respondents would like to have school and the districts use more include PTA

newsletters (18.75% "would like to use more") and school website (6.12% "would like to use more"). Asked about the amount of communication they receive via Parent Square, 86.27% of respondents said "just the right amount" and 1.96% said "not enough."

- LCAP Survey 1 stated that 86.00% of respondents termed communication they have received about their children's academic performance as "excellent" or "good." The most relied-on communication methods by respondents to learn about their children's academic progress are the Aeries Parent Portal (63.27% "frequently use"), trimester or quarter report cards (63.27% "frequently use"), mid-trimester or mid-quarter progress reports (54.00% "frequently use"), and fall parent-teacher conferences (54.00% "frequently use"). Communication methods respondents would like to have schools use more include direct messages from teachers on Parent Square (10.20% "would like to use more").
- LCAP Survey 1 provided a glimpse of how involved parents feel they are at their child's school, with 12.50% stating they felt "extremely involved," 22.92% "very involved," 56.26% "somewhat involved," and 8.33% "not involved." The percentage "not involved" went down dramatically from 2021-2022, when 29.63% said they were "not involved." Asked to share ideas for increasing parent involvement, parents listed more timely communication about school events, digital sign-ups of parent volunteers for school events, more cultural events at school, and more promotion of athletic activities so more families attend.
- Parents largely are very appreciative of their children's school and are complimentary of school staff.
- Parents are very supportive of STEM (science, technology, engineering, and math) courses and activities and Career and Technical Education (CTE) courses.
- Parents largely see the need for counseling support for students and some would like to have counseling expanded.
- Parents are grateful for the facilities improvements implemented at OAK-8 and for the new facilities being constructed at OAHS. "Continue providing the infrastructure for a high school education," said one parent.
- Some parents requested more opportunities for gifted students to be challenged academically.
- A parent requested more flexibility with regard to students' daily schedule. Students should be allowed to take a "personal day" for their wellbeing.
- A parent requested more training for some teachers in meeting the emotional and psychological needs of students.
- A parent requested more one-on-one assistance for students with disabilities.

#### Parents of English Learners:

- By and large, teachers and staff at schools are very responsive and helpful.
- Students (English Learners) are making good progress toward becoming proficient in English.
- Tutoring programs would be a huge help for English Learners and for other students. It would help for the district to have consistent tutoring available.
- The school-home connection is stronger at elementary schools than at the junior high schools. Junior highs do less communicating with parents.
- Parents need to be more informed about who their community liaison is and how to contact the liaison. This will help parents to build trust and lead to a more productive partnership.
- Parents would welcome more school events that they can attend. School events bring a school community together.

#### Parents, Guardians, and Foster Parents of Foster and Homeless Youth:

- For students experiencing homelessness, it has helped that the district can provide transportation to keep students at their original school. It also helps when the district works out childcare before and after school as an alternative to providing transportation; in this case parents provide transportation.
- Foster and homeless youth can benefit from extra tutoring and counseling. Any extra services are appreciated.
- In some cases teachers do not know if a student is a foster youth or is experiencing homelessness. It will help to have more communication about these children's situation.

Teachers:

- Teachers stated that the 2022-2023 school year has been somewhat smoother than 2021-2022 but that students still have not gotten over the impact of COVID-19 and school closures. Severe behaviors, especially among the youngest students, continued. Suspensions districtwide were down slightly from 2021-2022 but still were coming in at a clip far higher than before the pandemic.
- Teachers see that students have more mental health needs and are very supportive of the expansion in counseling services implemented in 2021-2022 and continued this school year. Several teachers believe even more counseling services are needed.
- Teachers would like to see student attendance improved. It has been better than during COVID-19 but students tend to be absent for longer durations than they were before the pandemic.
- Some teachers seek larger classroom supply budgets.
- Increasing the pool of substitute teachers will enable more teachers to participate in trainings and professional development. This also will protect intervention programs, as hourly intervention teachers sometimes are asked to fill in for classroom teachers.
- Some teachers seek more differentiation with professional development.

Classified Employees:

- The district can do more to communicate what supports are available to unduplicated students (low-income students, English Learners, foster youth, and students experiencing homelessness). Often it is classified employees who first recognize student needs.
- Some classified employees (instructional assistants) would like to participate in any tutoring program set up by the district in 2023-2024. Classified employees sometimes are overlooked for these opportunities.
- Some classified employees asked for more inclusion in both school communication and school-home communication, as this will help them be better apprised of what is happening at their school sites.
- Instructional assistants can benefit from more training in Crisis Prevention Intervention (CPI) and techniques for dealing with severe behaviors.
- The role of librarian/media specialists has expanded in that they now are asked to distribute technology devices and assist students with technology troubleshooting during the school year. This takes considerable time and impacts their other responsibilities.

Administrators:

- Student behaviors, while somewhat better than in 2021-2022, have remained an issue in 2022-2023. The incidence of severe behaviors has remained high among younger students and junior high school students.
- The need to manage daily activities at the school site and address behaviors and other issues that arise each day has impacted principals' ability to devote time to instructional leadership.

- The number of meetings (IEP meetings, Student Success Team meetings, and other meetings) has risen substantially in recent years and has added to the workload of site administrators.
- Administrators identify math as a priority for the district. They are ready to make adjustments in the elementary master schedule to implement math intervention in 2023-2024.
- The district has welcomed many new teachers who have needed guidance and support from site administrators. The district's group of newer teachers would benefit from more training in classroom management, partnering with parents, and Professional Learning Communities.
- Substitute coverage is a significant task for principals. Substitutes are needed not just for teachers, but for instructional assistants who provide needed one-on-one support to students with special needs. Arranging for coverage can be challenging for site administrators.
- Administrators in the Special Education Department would like to continue to work on more inclusive teaching practices for students with disabilities.

Santa Barbara County SELPA (Executive Director Ray Avila):

- The County SELPA would like to see students with IEPs placed in the least restrictive environment when possible.
- Parents of students with disabilities need to be involved in their children's education.
- Chronic absenteeism is an issue for students with disabilities. Some families need more assistance getting their children to school.
- Younger children are having more difficulty adapting to school than they did prior to COVID-19. Schools need help managing behaviors.
- The County SELPA is happy to collaborate with the Santa Barbara County Education Office on Differentiated Assistance support for Orcutt, especially with regard to students with disabilities.
- The County SELPA is happy to collaborate with Orcutt in preparing for Compliance Improvement Monitoring (CIM) process that occurs regularly.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Input received from educational partners validates the district's continuing emphasis on mental health support for students, social/emotional learning, staff wellness, and other work in the social/emotional realm. The addition of an elementary counselor instead of a social worker (Action 4.10) was a direct response to student needs. The district will need to maintain its focus on students' emotional/mental wellness in the coming year.

Other aspects of the LCAP influenced by input from educational partners this year and in past years include the following:

- The need to continue working on promoting positive student behaviors and preventing severe behaviors
- The need to continue developing CTE pathways at the high school
- The need to focus on student achievement in mathematics
- The need for the district to adopt and implement a social/emotional learning curriculum, SEE Learning
- The need for instructional assistants to support students in transitional kindergarten and kindergarten



- The need to redouble efforts to provide extra tutoring for foster youth and students experiencing homelessness
- The need for community liaison support for families of English Learners
- The need to change the elementary master schedule to accommodate math intervention

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

In 2019, the California School Dashboard reported one area of recommended focus for the Orcutt Academy in English/language arts. Students in the Socioeconomically Disadvantaged subgroup declined 13.6 points and are performing 10.4 points below standard.

In math, the dashboard reported that all students participating in state testing declined 6 points and are performing 13.6 points below standard. Additionally, the Socioeconomically Disadvantaged subgroup declined 30.2 points and is performing 57.6 points below standard, and the Hispanic subgroup increased 5.6 points but still is performing 33.6 points below standard.

In Spring 2021, stakeholder groups indicated that student achievement is a high priority, with 63 percent choosing "increasing student achievement" as a high priority or very high priority.

Additionally, teachers, administrators, and parents all have stated that distance learning during the COVID-19 pandemic has contributed to difficulty for many of our students to learn and perform.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP – ELA % Students met/exceeded standard	Percent of Students Scoring At or Above Standard on the 2019 CAASPP: All Students: 64.1%	For grades 3-8, CAASPP testing was not administered in Spring 2021. It will	Percent of Students Scoring At or Above Standard on the 2022 CAASPP: All Students: 63.29%		Increase student performance for all students and each student group by 5 points in the area of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Low-income: 45.7%</p> <p>English Learners: 7.1%</p> <p>Homeless: NA</p> <p>Foster Youth: NA</p> <p>Students with Disabilities: 25.0%</p>	<p>resume in Spring 2022.</p> <p>Grade 11 did participate in CAASPP testing in Spring 2021. Results follow:</p> <p>Percent of Students Scoring At or Above Standard on the 2021 E/LA CAASPP:</p> <p>All Students: 82.1%</p> <p>Low-income: 69.7%</p> <p>English Learners: NA</p> <p>Homeless: NA</p> <p>Foster Youth: NA</p> <p>Students with Disabilities: NA</p> <p>Hispanic: 81.5%</p> <p>White: 83.3%</p>	<p>Low-income: 53.97%</p> <p>English Learners: NA</p> <p>Homeless: NA</p> <p>Foster Youth: NA</p> <p>Students with Disabilities: 20.00%</p>		<p>ELA as measured by the CAASPP and reported on the California Dashboard.</p>
<p>CAASPP - Math % Students met/exceeded standard</p>	<p>Percent of Students Scoring At or Above Standard on the 2019 CAASPP:</p> <p>All Students: 48.4%</p> <p>Low-income: 22.0%</p> <p>English Learners: 14.3%</p> <p>Homeless: NA</p> <p>Foster Youth: NA</p> <p>Students with Disabilities: 14.3%</p>	<p>For grades 3-8, CAASPP testing was not administered in Spring 2021. It will resume in Spring 2022.</p> <p>Grade 11 did participate in CAASPP testing in Spring 2021. Results follow:</p>	<p>Percent of Students Scoring At or Above Standard on the 2022 CAASPP:</p> <p>All Students: 44.77%</p> <p>Low-income: 23.44%</p> <p>English Learners: NA</p> <p>Homeless: NA</p> <p>Foster Youth: NA</p> <p>Students with Disabilities: 20.00%</p>		<p>Increase student performance for all students and each student group by 5 points in the area of Math as measured by the CAASPP and reported on the California Dashboard.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Percent of Students Scoring At or Above Standard on the 2021 Math CAASPP: All Students: 49.2% Low-income: 36.7% English Learners: NA Homeless: NA Foster Youth: NA Students with Disabilities: NA Hispanic: 38.5% White: 58.8%			
University of California a-g compliance by graduating seniors	Percent of students accomplishing UC a-g requirements in Class of 2020: 59%	Percent of students accomplishing UC a-g requirements in Class of 2021: 73.9%  Preliminary data on percent of students accomplishing UC a-g requirements in Class of 2022: 64%	Percent of students accomplishing UC a-g requirements in Class of 2022: 68.5%  Preliminary data on percent of students accomplishing UC a-g requirements in Class of 2023: 67.1%		Increase percentage of graduating seniors meeting UC a-g requirements by 5 points
English Learner Progress on ELPAC	English Learner Progress (Change) as reported on California School Dashboard: 68.2% making progress toward English language proficiency	We have no data on English Learner Progress as of now. We do have the following:  English Language Proficiency for Summative ELPAC as	We have no data on English Learner Progress for Orcutt Academy, as we do not have a statistically significant group.  Orcutt Union School District English		English Learner Progress will exceed 70% as reported on the California School Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>reported on Data Quest (CDE) for 2020-2021</p> <p>Level 4 - Well Developed: 13.92%</p> <p>Level 3 - Moderately Developed: 45.94%</p> <p>Level 2 - Somewhat Developed: 26.68%</p> <p>Level 1 - Minimally Developed: 13.46%</p>	<p>Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for 2021-2022</p> <p>Level 4 - Well Developed: 15.57%</p> <p>Level 3 - Moderately Developed: 35.23%</p> <p>Level 2 - Somewhat Developed: 30.73%</p> <p>Level 1 - Minimally Developed: 18.47%</p>		
Re-designation Rate for English Learners (EL to RFEP) (district data)	<p>In the Orcutt Union School District, 12% of English Learners were redesignated (EL to RFEP) in the 2019-2020 school year.</p> <p>13.4% of English Learners were redesignated (EL to RFEP) in the 2020-2021 school year.</p>	<p>An estimated 6.4% of OUSD English Learners (32 in total) have been redesignated as Fluent English Proficient to this point in the 2021-2022 school year.</p> <p>At the Academy 5 English Learners (4 from OAHS, 1 from OAK-8) have been redesignated as Fluent English Proficient to this point in the 2021-2022 school year.</p>	<p>An estimated 7.92% of English Learners (42 in total) in the Orcutt Union School District have been redesignated as Fluent English Proficient to this point in the 2022-2023 school year.</p>		<p>10% of English Learners in the Orcutt Union School District will be redesignated (EL to RFEP)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner access to core Instruction and English Language Development (ELD)	100% of students received access to Core instruction and ELD	100% of students are receiving access to core instruction and ELD.	100% of students are receiving access to core instruction and ELD.		100% of students will receive access to core instruction and ELD.
Percent of Highly Qualified Teachers that are Appropriately Assigned	In the 2020-2021 school year, 100% of teachers were highly qualified and appropriately assigned.	At this time, OAHS has one science position being filled by a long-term substitute teacher who is not considered highly qualified and appropriately assigned.	In the 2022-2023 school year, 100% of teachers were highly qualified and appropriately assigned.		100% of Orcutt Academy teachers will be highly qualified and appropriately assigned.
Percent of Orcutt Academy Sites Meeting FIT Requirements	In the 2020-2021 school year, 100% of OA sites met FIT requirements	Inspections conducted in January 2022 show 100% of OA sites meet state FIT requirements.	Inspections conducted in January 2022 show 100% of OA sites meet state FIT requirements.		100% of OA sites will meet FIT requirements.
Percent of Students with Access to Instructional Materials	In the 2020-2021 school year, 100% of Orcutt Academy students had access to OUSD adopted materials that are standards-aligned	100% of OA students have access to OUSD-adopted materials that are aligned with state standards.	100% of OA students have access to OUSD-adopted materials that are aligned with state standards.		100% of Orcutt Academy students will have access to adopted materials that are standards aligned.
Percent of Students with Access to required Course of Study	In the 2020-2021 school year, 100% of Orcutt Academy students had access to required course of study.	100% of OUSD students have access to the required course of study.	100% of OUSD students have access to the required course of study.		100% of Orcutt Academy students will have access to required course of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Reading Mean Rasch Unit (RIT) Score and Percentile	<p>OAK-8 Spring 2021 Reading Mean (average) RIT Score</p> <p>Grade 1 Mean Rit = 168</p> <p>Grade 2 Mean Rit = 185</p> <p>Grade 3 Mean Rit = 190</p> <p>Grade 4 Mean Rit = 209</p> <p>Grade 5 Mean Rit = 210</p> <p>Grade 6 Mean Rit = 221</p> <p>Grade 7 Mean Rit = 228</p> <p>Grade 8 Mean Rit = 227</p>	<p>OAK-8 Fall 2021 Reading Mean (average) RIT Score</p> <p>Grade 1 Mean Rit = 162.7</p> <p>Grade 2 Mean Rit = 173.4</p> <p>Grade 3 Mean Rit = 194.4</p> <p>Grade 4 Mean Rit = 194.7</p> <p>Grade 5 Mean Rit = 210.4</p> <p>Grade 6 Mean Rit = 215.8</p> <p>Grade 7 Mean Rit = 220</p> <p>Grade 8 Mean Rit = 229.1</p> <p>OAK-8 Winter 2021-2022 Reading Mean (average) RIT Score</p> <p>Grade 1 Mean Rit = 172.27</p> <p>Grade 2 Mean Rit = 174.62</p> <p>Grade 3 Mean Rit = 200.00</p> <p>Grade 4 Mean Rit = 195.94</p> <p>Grade 5 Mean Rit = 212.38</p>	<p>NWEA Reading Spring 2022 Mean (average) Rit</p> <p>Grade 1 Mean Rit = 173.21</p> <p>Grade 2 Mean Rit = 181.71</p> <p>Grade 3 Mean Rit = 204.29</p> <p>Grade 4 Mean Rit = 201.21</p> <p>Grade 5 Mean Rit = 211.94</p> <p>Grade 6 Mean Rit = 213.00</p> <p>Grade 7 Mean Rit = 225.19</p> <p>Grade 8 Mean Rit = 227.00</p> <p>NWEA Reading Winter 2022-2023 Mean (average) Rit</p> <p>Grade 1 Mean Rit = 165.93</p> <p>Grade 2 Mean Rit = 184.71</p> <p>Grade 3 Mean Rit = 196.29</p> <p>Grade 4 Mean Rit = 208.64</p> <p>Grade 5 Mean Rit = 206.56</p> <p>Grade 6 Mean Rit = 219.19</p>		The mean RIT Score will increase by 2 points per grade level in the spring administration of the NWEA reading test

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Grade 6 Mean Rit = 212.63 Grade 7 Mean Rit = 220.58 Grade 8 Mean Rit = 228.03	Grade 7 Mean Rit = 222.05 Grade 8 Mean Rit = 223.50		
NWEA Math Mean Rasch Unit (RIT) Score and Percentile	OAK-8 Spring 2021 Math Mean (average) Rit Score Grade 1 Mean Rit = 174 Grade 2 Mean Rit = 186 Grade 3 Mean Rit = 188 Grade 4 Mean Rit = 209 Grade 5 Mean Rit = 210 Grade 6 Mean Rit = 225 Grade 7 Mean Rit = 231 Grade 8 Mean Rit = 238	OAK-8 Fall 2021 Math Mean (average) Rit Score Grade 1 Mean Rit = 168.6 Grade 2 Mean Rit = 178.1 Grade 3 Mean Rit = 192.9 Grade 4 Mean Rit = 199.5 Grade 5 Mean Rit = 213.7 Grade 6 Mean Rit = 212.1 Grade 7 Mean Rit = 226.8 Grade 8 Mean Rit = 231.3  OAK-8 Winter 2021-2022 Math Mean (average) Rit Score Grade 1 Mean Rit = 174.21 Grade 2 Mean Rit = 180.69	NWEA Math Spring 2022 Mean (average) Rit Grade 1 Mean Rit = 178.50 Grade 2 Mean Rit = 190.86 Grade 3 Mean Rit = 202.21 Grade 4 Mean Rit = 205.86 Grade 5 Mean Rit = 219.00 Grade 6 Mean Rit = 215.88 Grade 7 Mean Rit = 232.75 Grade 8 Mean Rit = 238.56  NWEA Math Winter 2022-2023 Mean (average) Rit Grade 1 Mean Rit = 174.93 Grade 2 Mean Rit = 186.57 Grade 3		The mean RIT Score will increase by 2 points per grade level in the spring administration of the NWEA math test



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Grade 3 Mean Rit = 200.86 Grade 4 Mean Rit = 200.64 Grade 5 Mean Rit = 214.44 Grade 6 Mean Rit = 214.88 Grade 7 Mean Rit = 230.19 Grade 8 Mean Rit = 236.13	Mean Rit = 200.79 Grade 4 Mean Rit = 209.79 Grade 5 Mean Rit = 210.63 Grade 6 Mean Rit = 227.88 Grade 7 Mean Rit = 226.11 Grade 8 Mean Rit = 235.17		
PSAT/National Merit Scholarship Qualifying Test (NMSQT) for grades 9, 10, and 11 - Evidence-based Reading and Writing (ERW)	PSAT/NMSQT, Fall 2019 Mean (average) ERW Score Grade 9 = 449 Grade 10 = 487 Grade 11 = 534	PSAT/NMSQT, Fall 2021 Mean (average) ERW Score Grade 9 (146 test takers) = 441 Grade 10 (135 test takers) = 472 Grade 11 (164 test takers) = 501	PSAT/NMSQT, Fall 2022 Mean (average) ERW Score Grade 9 (173 test takers) = 428 Grade 10 (139 test takers) = 474 Grade 11 (113 test takers) = 494		The mean ERW score will increase by 5 points in the fall administration of the PSAT/NMSQT test
PSAT/National Merit Scholarship Qualifying Test (NMSQT) for grades 9, 10, and 11 - Math	PSAT/NMSQT, Fall 2019 Mean (average) Math Score Grade 9 = 455 Grade 10 = 490 Grade 11 = 519	PSAT/NMSQT, Fall 2021 Mean (average) Math Score Grade 9 (146 test takers) = 426 Grade 10 (135 test takers) = 450 Grade 11 (164 test takers) = 483	PSAT/NMSQT, Fall 2022 Mean (average) Math Score Grade 9 (173 test takers) = 428 Grade 10 (139 test takers) = 463 Grade 11 (113 test takers) = 474		The mean math score will increase by 5 points in the fall administration of the PSAT/NMSQT test

# Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher on Special Assignment (TOSA) Support	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 from the district's Educational Services Department 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, and low income students.	\$64,904.00	Yes
1.2	Standards-Based Materials	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.	\$15,000.00	No
1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Universal screenings, 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	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.4	Professional Learning Communities (PLCs)	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-risk students, specifically English Learners, foster students, homeless students, English Learners, and low-income students.	\$6,000.00	Yes
1.5	On-Site Intervention	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-risk youth (ELs, foster/homeless youth, low-income students, and students with disabilities).	\$44,864.00	Yes
1.6	Professional Consulting, Support Programs	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 reteach and reteach again 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-risk students including English Learners, foster youth, homeless youth, low income students will be the main focus.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	English Language Development (ELD) Support	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).	\$11,269.00	Yes
1.8	Extra Support for Foster/Homeless Students	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. Cost incorporated into Goal 1, Action 5	\$11,978.00	Yes
1.9	Executive Director of Curriculum & Instruction	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 & 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 English Learners, foster youth, homeless youth, students with special needs, and low-income students.		Yes
1.10	Implementation of Summer Extended	Students entering grades K-6 will be have the opportunity to be enrolled in a summer camp that provides academic enrichment,	\$55,745.00	Yes

Action #	Title	Description	Total Funds	Contributing
	<p>Learning Opportunities</p> <p>(Action modified for 2023-2024)</p>	<p>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.</p> <p>Additionally, students entering transitional kindergarten and kindergarten will be offered a two week "jump start" session right before school starts. Students in at-risk groups (homeless, foster, EL, students with special needs, and low income) will be given priority enrollment.</p> <p>A three-week credit recovery program will be available to OAHS students in grades 10-12 who need to recover credit. In all summer programming students in at-risk groups (homeless, foster, EL, students with special needs, and low-income) will be given priority enrollment.</p>		
<b>1.11</b>	Extended Learning Opportunities - Instructional Assistant	An instructional assistant will be placed in the TK/K class at OAK-8 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).	\$8,921.00	Yes
<b>1.12</b>	Program Specialist	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-risk students (English Learners, homeless, foster, students with special needs, and low-income students). This person also will focus on Positive Behavioral Interventions and Supports (PBIS) systems to focus on behavior and	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		social emotional needs of our at-risk students (English Learners, homeless, foster, students with special needs, and low-income students).		

## Goal Analysis [2022-23]

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

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

We were faithful to the action plan as written with the following elaborations:

- 1.2 Standards-Based Materials. During this school year, we underwent a curriculum adoption process for three OAHS science courses: Biology, Chemistry, and Geology. With support from the district's Educational Services Department, science teachers researched textbook options and then piloted possible selections. Students contributed input on possible selections, and a public review period was conducted. Recommendations for adoption were approved by the OUSD Board of Trustees in April.
- 1.3 Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring. We have implemented universal screenings only in reading. Some schools piloted a screening tool for social/emotional needs this school year. We are working on screening tools for mathematics to be piloted in 2023-2024. We have more work to do and more training to provide to have the Edu-Climber data management program be widely used by staff.
- 1.8 Extra support for Foster/Homeless Students. We continued to experience difficulty recruiting teachers to do after-hours tutoring. We had some success during the year at inviting teachers to tutor foster or homeless youth they personally work with, but nowhere near enough success to fully realize this goal.

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

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

- 1.1 Teachers on Special Assignment (TOSA) Support, \$92,429 in estimated actual expenditures, \$35,343 more than budgeted. The charter was charged for an increased share of TOSA support due to increased enrollment.
- 1.2 Standards-Based Materials, no expenditures, \$15,000 less than budgeted. The charter did not need to replenish science materials or consumable materials as anticipated. New curricula for the OAHS Science Department (for Biology, Chemistry, and Geology) have not been purchased yet.
- 1.3 Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring, no expenditures, \$10,000 less than budgeted. Other budget sources were utilized to fund progress monitoring.
- 1.4 Professional Learning Communities (PLCs), \$1,800 in estimated actual expenditures, \$4,200 less than budgeted. Other budget sources were utilized to defray the cost of PLCs.

- 1.5 On-site Intervention, \$16,546 in estimated actual expenditures, \$9,732 less than budgeted. Staffing shortages meant intervention programs were not able to be implemented as fully as planned.
- 1.6 Professional Consulting, Support Programs, \$18,000 in estimated actual expenditures, \$3,000 more than budgeted. The cost of the professional consultants retained by the district was more than anticipated.
- 1.7 English Language Development (ELD) Support, \$22,291 in estimated actual expenditures, \$13,166 more than budgeted. The district hired two additional community liaisons in an effort to level up support for English Learners and their families; this resulted in higher than anticipated expenses for the charter.
- 1.8 Extra Support for Foster/Homeless Students, no expenditures, \$8,533 less than budgeted. Other budget sources (Education for Homeless Children and Youth) were utilized to fund this support.
- 1.10 Implementation of Summer Extended Learning Opportunities, \$64,106 in estimated actual expenditures, \$9,106 more than budgeted. The cost of the OAHS credit recovery program and the charter's share of Summer School and "jump start" programs turned out higher than anticipated.
- 1.11 Instructional Assistants in Kindergarten, no expenditures, \$16,769 less than budgeted. Other budget sources (Expanded Learning Opportunity Grant for Paraprofessionals) were utilized to fund instructional assistants in kindergarten.
- 1.12 Program Specialist, no expenditures, \$15,000 less than budgeted. Other budget sources (ESSER II) were utilized to fund the program specialist.

An explanation of how effective the specific actions were in making progress toward the goal.

The results of Spring 2022 CAASSP English/language arts testing (administered to students in grades 3-8 and 11) show that the performance of OA students is in similar range to pre-pandemic levels (63.29% proficient or above overall, down a touch from 64.1% proficient or above in 2019). Winter 2022-2023 NWEA testing in reading (administered to students in grades 1-8) shows growth from Winter 2021-2022 in some grade levels. We note that the group sizes of OAK-8 grade levels are small and thus results can be idiosyncratic.

In math, the results of Spring 2022 CAASPP testing (44.77% proficient or above, compared to 48.4% proficient or above in 2019) show students performing slightly lower than pre-pandemic levels, with students with disabilities at a notably lower level than prior to the pandemic. Overall proficiency levels in mathematics remain lower than they are in English/language arts, which supports the district's decision to make math a continued area of focus in 2023-2024. Winter 2022-2023 NWEA math results show growth from Winter 2021-2022 in some grade levels. Again, we note that the small group sizes at OAK-8 lead to idiosyncratic results.

Teachers on Special Assignment and the executive director of curriculum & instruction continue to be critically important providers of support for their fellow teachers. In the area of math, they have worked on "focus folders" based on assessment data that classroom teachers can utilize to group students. These new math focus folders were piloted in 2022-2023 and will be utilized more expansively in 2023-2024 to group students for intervention and enrichment.

Two district consultants in math, Michele Douglass and Elizabeth Hammonds, were well received by teachers. Douglas focused on grades TK-5 and in uses of the adopted Math Expressions program; Hammonds, a specialist in the adopted College Preparatory Mathematics

(CPM) program, focused on grades 6-8. These consultants provided both during-school and afterschool trainings, visited classrooms, and taught demonstration lessons. Both also did classroom walk-throughs with principals so as to provide input on how math instruction can be guided and supported. Key elements we are working to have established in classrooms include (1) teachers following an acceleration model for instruction; (2) students utilizing manipulatives and digital manipulatives to build conceptual understanding; (3) students building number sense with mental math fostered by number talks, daily counting, mental math strategies, and fluency games; (4) students using mathematical tools, especially the Desmos online scientific calculator for grades 6-12; and (5) teachers assigning Zearn/Eureka Math to differentiate for students who need intervention or enrichment. In support of number sense, we hired classroom teachers to provide math enrichment activities (such as number talks and math games) during afterschool childcare at the five Orcutt-area elementary sites. These activities generally were well received by students.

During the year, the district added two community liaisons in order to give more assistance to English Learners and their families. Liaisons also were directed to schedule regular on-site availability for families.

Support for foster and homeless students was uneven during 2022-2023. Students in grades TK-6 were able to access free childcare via the Expanded Learning Opportunities Program (ELO-P) -- a substantial support. But we continued to have difficulty recruiting teachers to make good on the district's offer of up to six hours of free tutoring for these students.

In LCAP Survey 2, which invited district interest holders to provide feedback on the effectiveness of actions proposed for this section, the following actions were rated as the most effective:

- On-site academic intervention, 73.53% effective or highly effective
- Standards-based textbooks, 70.59% effective or highly effective
- Instructional assistants in kindergarten and transitional kindergarten, 67.64% effective or highly effective

The following action was rated as slightly less effective:

- Training/professional development from district consultants, 52.94% effective or highly effective
- Universal screenings and progress monitoring, 55.88% effective or highly effective
- Support from Teachers on Special Assignment (TOSAs), 58.82% effective or highly effective
- Summer learning opportunities for students, 58.83% effective or highly effective

Finally, these actions registered relatively large percentages of responses indicating no opinion:

- Implementation of full-day kindergarten, 33.33% no opinion
- Instructional assistants in kindergarten and transitional kindergarten, 29.41% no opinion
- English Language Development for English Learners, 17.65% no opinion
- Extra support for foster/homeless youth, 17.65% no opinion
- Summer learning opportunities for students, 17.65% no opinion



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

At OAK-8, efforts to improve math achievement will take a new turn in 2023-2024 with a change in the elementary master schedule to afford time for regular math intervention. Classroom teachers will have the opportunity to work with half their class at a time and group students based on math needs (using math focus folders). Intervention for struggling students can take the form of reteaching, frontloading, or an evidence-based math intervention program. (See Action 4.5 narrative for more information.) Additionally, we are planning more efforts with instructional leadership around math achievement. We tentatively are planning to work with principals on utilizing classroom walk-throughs as a tool to ensure that adopted curriculum and best practices for instruction are in place.

For 2023-2024 the district is planning more efforts with instructional leadership around math achievement. We tentatively are planning to work with principals on utilizing classroom walk-throughs as a tool to ensure that adopted curriculum and best practices for instruction are in place.

Summer extended learning will change in Summer 2023. Rather than offering a traditional summer school, the district has elected to offer a summer camp operated by the Campus Connection Childcare Program and aligned with state Expanded Learning Opportunities Program (ELO-P) requirements (for a complete description, see narrative for Action 1.10). The rationale for this change is that the summer camp model is more economically sustainable for the district than summer school.

The district's Educational Services Department will explore more ways to make tutoring happen for foster and homeless youth in 2023-2024. Teachers who have these students in their classrooms will be invited to do the tutoring, and if they decline then other teachers on site can be invited. The idea is that a more localized model for recruiting teachers will be more successful.

The implementation of an Academic Seminar elective course for OAHS students who are struggling academically (see narrative regarding Comprehensive Support and Improvement) likely will improve academic outcomes for these students in all respects.

As mentioned earlier, we have work to do to expand utilization of Edu-Climber around the district. We will continue to provide training and support as needed.

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Our educational partners (students, parents, teachers, administrators, and community members) set "Future Ready" as a goal in the district's Strategic Plan. This group strongly feels that students need to participate in activities that focus on real-world events to make learning meaningful and relevant. Additionally, the Orcutt Academy School Advisory Council is very much interested in CTE programming being added to the menu of options for students.

## Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Communications and Technology, OAHS has added a section of Cybersecurity and continued one section of AP Computer Science Principles. 27 OAHS students are participating.</p>		
<p>Number of course/enrichment offerings that focus on future ready skills</p>	<p>OAHS has an established FIRST Robotics Team with a long record of success in regional and worldwide competition. OAK-8 has a FIRST Lego League Team that in the past has qualified for regional competition. E-sports are being planned to start in the 2021-2022 school year.</p>	<p>Due to the continuance of COVID-19, a FIRST Lego League season and competition could not occur this fall. The OAHS Robotics Team convened a Lego League demonstration by Zoom that involved two district schools.</p> <p>The OAHS Robotics Team had an exceptional season. The team qualified twice for the FIRST World Championships in Houston in April 2022: by winning the Chairman's Award at the Central Valley Regional and by making the finals of the Ventura Regional.</p>	<p>FIRST Lego League for elementary and junior high schools resumed in the fall with the support of the OAHS First Robotics Team. Four district schools had programs on site, three district schools participated in a local tournament, and two teams from one school advanced to the regionals. The district is seeking to expand participation in 2023-2024.</p> <p>The OAHS Robotics Team had an excellent season but fell short of qualifying for the 2023 FIRST World Championships.</p>		<p>OAK-8 and OAHS continue their participation in FIRST Lego League and FIRST Robotics respectively while adding e-sports to offerings for students.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		The Spartatroniks squad then was part of a coalition that made the semifinals for the World Championships.			
Spring 2021 districtwide SAMR Survey by school administrators (analysis of level of use of technology in classroom lessons) identified technology use in the classroom as Enhancement (Substitution, Augmentation) or Transformational (Modification, Redefinition)	<p>Survey results indicating the level of technology use in class at the time of the administrator visit:</p> <p>1.69% Redefinition 13.56% Modification 66.10% Augmentation 18.64% Substitution (19.18% technology not in use)</p> <p>52% of teachers were using technology with a "somewhat or direct" connection to the lesson.</p>	<p>The SAMR Survey was administered by OUSD school administrators in Spring 2022. Based on 117 classroom visits, results are as follows:</p> <p>3.42% Redefinition 12.82% Modification 34.19% Augmentation 23.08% Substitution (26.50% Technology not in use)</p> <p>55.56% of teachers were using technology with a "somewhat or direct" connection to the lesson.</p>	<p>The SAMR Survey was administered by school administrators in Spring 2023. Based on 104 classroom visits, results are as follows:</p> <p>3.85% Redefinition 17.31% Modification 25.96% Augmentation 21.15% Substitution (31.73% Technology not in use)</p> <p>48.57% of teachers were using technology with a "somewhat or direct" connection to the lesson.</p>		Evidence of transformational use of technology (Modification or Redefinition) will increase by 20%.
Digital Citizenship Accounting Survey	Teachers are asked to utilize Common Sense Media (or similar) curriculum to teach Digital Citizenship	Some content on digital citizenship has been integrated into OAHS Spartan Homeroom and	Some secondary classes have presented a special lesson created by district consultant		All teachers will teach at least five digital citizenship lessons to students each school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	skills to students. Currently, participation is not recorded.	classroom instruction at OAK-8.	Kristen Miller on the topic of social media and digital citizenship, and lessons from Common Sense Media have been showcased to district teachers. No data on how frequently digital citizenship has been taught is available.		
Student-computer device/internet access ratio	Each student at OAK-8 and OAHS is given a district computer device (iPad/Chromebook) to use at home and at school. WiFi hot spots are available to families who do not have internet access.	The OUSD Technology Department has provided a device to all Orcutt Academy students and a WiFi hot spot to families with no internet access.	The OUSD Technology Department has continued to provide all OUSD students with a device and a WiFi hot spot to families with no internet access. The district is working with Santa Barbara County and other local agencies seeking to bring broadband access to the community.		Expand technology access so all Orcutt Academy students are given a computer device to use at home and at school. A hotspot will be available to families who do not have internet access.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CTE Programming	OAHS will launch a Career and Technical Education (CTE) pathway in the industry of Information Communications and Technology. OAK-8 will implement CTE curriculum based on the Project Lead the Way unit	\$66,506.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Design and Modeling. Equitable course access will be available for at-promise students (foster, homeless, EL, low income).		
<b>2.2</b>	Focus on Future Ready Enrichment Opportunities	E-sports will be available to high school and 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).	\$28,000.00	Yes
<b>2.3</b>	Professional Development in Integration of Technology for Future Ready Skills	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.	\$5,500.00	Yes
<b>2.4</b>	Technology Devices/Access for Students	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.	\$20,000.00	Yes
<b>2.5</b>	Creative Learning Environments	Staff will investigate alternatives for creative learning environments, including furniture, technology, physical space, and tools to improve student engagement and learning.	\$0.00	No

## Goal Analysis [2022-23]

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

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

We were faithful to the action plan as written with the following elaborations or exceptions:

- 2.2 Focus on Future Ready Enrichment Opportunities. Challenges with time and logistics have kept us from expanding e-sports to junior high school grades (at OAK-8 and elsewhere). In 2023-2024 we will work on providing at least one-off occasions for junior high students to experience e-sports.
- 2.5 Creative Learning Environments. The district has worked this year on outdoor learning areas and will be installing a shade structure on the Los Alamos campus this summer.

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 CTE Programming, \$87,443 in estimated actual expenditures, \$34,443 more than budgeted. During the year OAHS added a CTE pathway in Arts, Media, and Entertainment (Performing Arts) that resulted in a greater than anticipated expense.
- 2.2 Focus on Future Ready Enrichment Opportunities, \$34,935 in estimated actual expenditures, \$6,935 more than budgeted. Expenses for equipment for E-sports were more than anticipated.
- 2.3 Professional Development in Integration of Technology for Future Ready Skills, \$2,886 in estimated actual expenditures, \$2,614 less than budgeted. Other budget sources (Educator Effectiveness funding) were utilized to defray the cost of technology professional development. Additionally, technology PD needed to be curtailed because of limited time and limited substitute teachers available to release staff staff to participate.
- 2.4 Technology Devices for Students, \$25,892 in estimated actual expenses, \$10,892 more than budgeted. The charter's share of the cost of providing technology devices was higher than budgeted due to increased device costs and increased charter enrollment.

An explanation of how effective the specific actions were in making progress toward the goal.

Orcutt Academy High School is making good progress in CTE with the implementation of a capstone course for its Information Communications and Technology (Networking) pathway, CTE Cybersecurity, and the addition of a CTE pathway in Arts, Media, and Entertainment (Performing Arts). More students at OAHS now are participating in CTE courses, and we have plans for more pathways in the future.

E-sports has become a popular and valued outlet for participating students, as OAHS teams qualified for CIF post-season competition this year. Additionally, students involved in the shoutcasting component of e-sports have gained valuable skills in public speaking and live-streaming.

The district's implementation of technology devices for students continues to be successful, as the devices are integral to student learning. That said, professional development in integration of technology has emerged as a need. The SAMR Survey conducted this spring showed a growing percentage of lessons in which technology was not in use (31.73%, up from 26.50% in 2022) and a declining percentage of lessons in which technology use had a "somewhat or direct" connection to the lesson (48.57%, down from 55.56% in 2022).

In LCAP Survey 2, which invited district interest holders to provide feedback on the effectiveness of actions proposed for this section, the following actions were rated as the most effective:

- Career and Technical Education (CTE) classes/offerings for secondary students, 87.89% effective or highly effective
- Distribution of technology devices to all students, 84.85% effective or highly effective
- Professional development in technology, 69.69% effective or highly effective

The following actions were rated as less effective:

- E-sports offerings for secondary students, 39.39% effective or highly effective

Finally, these actions registered relatively large percentages of responses indicating no opinion:

- E-sports offerings for secondary students, 15.15% no opinion

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

Based on available career opportunities, the district and OAHS would like to develop a CTE pathway in Health Sciences and Medical Technology. Partnerships with Allan Hancock College and Dignity Health likely would support such a pathway.

Due to the data yielded in association with this goal and input from interest holders, the district will make more time for professional development in technology in 2023-2024. The executive director of technology and educational services has assembled a task force of teachers and administrators to provide guiding input on next steps for technology. Regarding professional development, members of the task force are requesting to learn more about applications associated with district adopted programs and the district's student information system (Aeries) as well as commonly used productivity tools such as Google Suite. In the words of one task force member, "We are interested in anything to help students learn better."

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



# Goals and Actions

## Goal

Goal #	Description
3	<p>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.</p> <p>State Priorities: Priority 1 (Basic: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes), Priority 7 (Course Access: Conditions of Learning)                      Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter</p>

An explanation of why the LEA has developed this goal.

The teacher educational partner group shared that continuing weekly PLC opportunities is essential. Parents noted that access to intervention is important for at-risk students. Teachers noted that being able to have a schedule which allows for each student to have the opportunity to get the skills he/she needs (intervention/extension) is important. Administrators, teachers, parents and community members discussed the benefits of having certificated P.E. and music teachers who work with students during one session of teacher PLC time each week.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of times per week teachers meet in a PLC group	<p>OAK-8 teachers meet twice weekly in PLC groups.</p> <p>OAHS teachers meet weekly in PLC groups.</p>	<p>OAK-8 teachers are meeting twice weekly in PLC groups based on grade-level clusters.</p> <p>OAHS teachers are meeting once weekly in departmental PLC groups.</p>	<p>OAK-8 teachers are meeting twice weekly in grade-level PLC groups.</p> <p>OAHS teachers are meeting once weekly in departmental PLC groups.</p>		<p>OAK-8 teachers will meet twice weekly in PLC groups.</p> <p>OAHS teachers will meet weekly in PLC groups.</p>

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

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Restructuring Instructional Time	Time is built into the school day for all teaches 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, special education). The executive director of curriculum & instruction and TOSAs will analyze student intervention data regularly with a prioritized focus on at-promise students (English Learners, homeless, foster, low income, and students with special needs). Funds are used to compensate teachers for increasing their work day.	\$84,248.00	Yes
3.2	Professional Development in Universal Design for Learning	Administrators and teachers will receive inservice in Universal Design for Learning (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 Seminars, etc. will be considered to engage students.	\$0.00	Yes

## Goal Analysis [2022-23]

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

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

We were faithful to Action 3.1 but have not yet been able to implement Action 3.2. We have not had the needed time and focus to deliver districtwide professional development in Universal Design for Learning.

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

An explanation of how effective the specific actions were in making progress toward the goal.

The self-rating device for PLCs indicates some growth in the components of PLC work. At OAK-8, teams focused this school year on essential standards, and their self-ratings in that area improved substantially. At OAHS, teams also posted improved self-ratings for essential standards, use of data, and use of RTI/MTSS for intervention. This said, because it has been years since the last time the district provided professional development in PLCs, it is felt that teachers would benefit from professional development and modeling in the tenets of PLC work.

In LCAP Survey 2, which invited school interest holders to provide feedback on the effectiveness of actions proposed for this section, the following action was rated as the most effective:

- Time for teachers to meet in Professional Learning Communities (PLCs), 64.71% effective or highly effective

The following action was rated as less effective:

- Professional development for staff in mental/physical wellness, 55.88% effective or highly effective

Finally, the following actions registered a relatively large percentage of responses indicating no opinion:

- Time for teachers to meet in Professional Learning Communities (PLCs), 11.76% no opinion
- Training for staff in Universal Design for Learning, 11.76% no opinion

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

In 2023-2024 the district and its schools need to revisit protocols for Professional Learning Community (PLC) work. PLCs are the primary venue for progress monitoring in all subjects, and we want to make sure all teachers are trained in processes for generating and analyzing data and identifying next steps for classroom instruction, academic intervention, and academic enrichment. Professional development and modeling will be pivotal. The district will send Teachers on Special Assignment and possibly additional teachers to a Professional Learning Communities at Work Institute in September 2023.

Universal Design for Learning remains a priority because it will support the district's efforts with inclusion of students with disabilities. The Core Management Team has planned a training in June at which it will learn about best practices for inclusion and map out an action plan.

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

All educational partners (students, parents, teachers, administrators, and community members) stated that student mental wellness is important. Students' emotional and mental health for some time has been a prominent topic at Orcutt Academy School Advisory Council meetings at which Safe Schools Plans and the OA LCAP have been discussed. The COVID-19 pandemic and its impact on students has added to the urgency of this discussion.

In a Spring 2021 survey, 73% of stakeholders indicated that "maintain a positive school climate" is a high priority and 53% indicated that "increase student engagement" is a high priority.

Teachers commented that the state's definition of attendance (engagement) during the pandemic does not reflect authentic involvement by the student in school. They noted that students with anxiety or other emotional issues might just appear on a class Zoom for a few minutes and/or not feel comfortable using their video. Teachers recommend a focus on students' emotional wellness in the years to come.

In a student survey for the Single School Plan conducted in Fall 2020, students were asked to determine if, "At my school and during distance learning, there is a teacher or other adult who really cares about me." The percentages of students indicating this statement was "pretty much true" or "very much true" were 85% at OAK-8 and 71% at OAHS.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate - SIS	<p>In the 2019-2020 school year, the monthly average attendance rate until school closure was 96.3% for OAK-8 and 96.1% for OAHS.</p> <p>In the 2020-2021 school year from September - February, the monthly average "engagement: rate" was 98.0% for OAK-8 and 98.2% for OAHS.</p>	<p>Attendance has declined due to COVID-19, quarantining, and challenges with short-term independent study. The Academy's attendance rate for 2021-2022 to date is 93.16%.</p>	<p>Attendance is up a bit from 2021-2022, but still lower than it was pre-COVID. The Academy's attendance rate for 2022-2023 to date is 93.80%.</p>		<p>Monthly Average Attendance Rate of 97% or higher.</p>
Suspension Rate	<p>Student Group Suspension Information as reported by the Data Quest website for the 2019-2020 school year (including school closure time):</p> <p>1.5% - All Students 0.9% - Hispanic or Latino 1.5% - White 2.4% - Two or More Races 0% - English Learners</p>	<p>To date this school year we have the following suspension rates (17 students have been suspended):</p> <p>2.4% - All Students 0.0% - African American 0.0% - American Indian 0.0% - Asian 2.9% - Filipino 2.6% - Hispanic or Latino 2.4% - White 1.1% - Two or More Races</p>	<p>To date in the 2022-2023 school year we have the following suspension rates (170 students have been suspended):</p> <p>2.38% - All Students 0.00% - African American 0.00% - American Indian 0.00% - Asian 0.00% - Filipino 3.43% - Hispanic or Latino 1.61% - White 3.33% - Two or More Races</p>		<p>Decrease suspension rate for "All Students" group and student groups above 1% to 1% or less.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1.1% Socioeconomically Disadvantaged NA% - Foster Youth NA% - Homeless 2.5% - Students with Disabilities	5.0% - English Learners 4.1% Socioeconomically Disadvantaged 0.0% - Foster Youth 0.0% - Homeless 4.6% - Students with Disabilities	0.00% Declined to State  0.00% - English Learners 2.24% Socioeconomically Disadvantaged 0.00% - Foster Youth 0.00% - Homeless 5.00% - Students with Disabilities		
Expulsion Rate	No expulsions	No expulsions	No expulsions		No expulsions
Orcutt Academy Parent Survey (LCAP Survey 1)	Level of School-Home Communication Spring 2021 Parent Survey 43.3% - Excellent 43.3% - Good 11.3% - Fair 2.0% - Poor	School Communication Level Spring 2022 Parent Survey School Communication Level 40.7% - Excellent 37.3% - Good 18.7% - Fair 3.4% - Poor	School Communication Level Spring 2023 Parent Survey School Communication Level 50.98% - Excellent 39.22% - Good 9.80% - Fair 0.00% - Poor		90% of parents will indicate that the school communication level is Excellent/Good.
Physical Fitness Test - Healthy Fitness Zone (HFZ)	2018-2019 Percent of Students in HFZ Grade 5 75.0% - Aerobic Capacity 56.2% - Body Composition	State fitness testing was administered this spring, but the body composition requirement was removed and the reporting of student performance using the Healthy Fitness Zones	The state has not released data from 2022 state fitness testing. The focus of the testing is now on student participation.		The percent of students scoring in the HFz will increase by 4% (or to 80%) for all areas below 80%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	93.8% - Abdominal Strength 100% - Trunk Extension Strength 68.8% - Upper Body Strength 62.5% - Flexibility Grade 7 47.4% - Aerobic Capacity 47.4% - Body Composition 84.2% - Abdominal Strength 100% - Trunk Extension Strength 47.4% - Upper Body Strength 47.4% - Flexibility Grade 9 76.4% - Aerobic Capacity 75.7% - Body Composition 98.6% - Abdominal Strength 98% - Trunk Extension Strength 88.5% - Upper Body Strength 87.8% - Flexibility	is not required. The focus of state fitness testing results will be student participation.			
Chronic Absenteeism	2018-2019 Chronic Absenteeism Rate 8.7% - All Students	2021-2022 Chronic Absenteeism Rate 21.33% - All Students	2022-2023 Chronic Absenteeism Rate (as of May 2, 2023)		Chronic Absenteeism will decrease by 4%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	17.9% - English Learners NA - Foster Youth NA - Homeless 14.2% - Socioeconomically Disadvantaged 16.2% - Students with Disabilities	40.0% - English Learners 33.3% - Foster Youth 0% - Homeless 30.5% - Socioeconomically Disadvantaged 24.2% - Students with Disabilities	15.90% - All Students 15.00% - English Learners 20.00% - Foster Youth 0.00% - Homeless 21.00% - Socioeconomically Disadvantaged 18.30% - Students with Disabilities		for each student subgroup.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Counseling Services	Continue counseling services at OAHS with guidance counselors hired by the district to provide support with academic planning, postsecondary planning, and social/emotional needs. Continue access by OAK-8 and OAIS to a counselor who can assist with social/emotional needs and future planning. Priority for all counseling services to target the needs of English Learners, foster/homeless youth, and low-income students.	\$251,497.00	Yes
4.2	Focus on Attendance Data	With the direction and support of the district Educational Services Department, schools will collect and analyze attendance data monthly with a priority focus on at-risk 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 a priority focus on at-risk student groups: foster, homeless, English Learners, low-income, and students with special needs).	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Focus on Behavior/Suspension /Expulsion Data	Under the direction and with the support of the district Educational Services Department, schools will collect and analyze behavior referral, suspension, and expulsion data monthly with a priority focus on at-risk 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-risk student groups: English Learners, foster, homeless, low income, and students with disabilities).	\$0.00	Yes
4.4	Provide credentialed PE teachers for TK-8 students	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-8 at OAK-8. Class sizes larger than 50 students will receive support from a 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-risk students (English Learners, foster, homeless, low-income).	\$49,983.00	Yes
4.5	Arts Programming for Students  (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 PLC	\$69,901.00	Yes

Action #	Title	Description	Total Funds	Contributing
		time for teachers to discuss student performance will contribute to improving services for at-risk students which include homeless and foster youth, English Learners, and low-income students.		
4.6	Enrichment Opportunities  (Action modified for 2023-2024)	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-risk students: foster, homeless, English Learners, low-income, and students with disabilities.	\$28,620.00	Yes
4.7	Social Emotional Learning Curriculum	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.	\$20,000.00	Yes
4.8	Parent Square Home/School Communication Platform	Continue district/teacher/parent access to Parent Square	\$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.9	Social Worker  (Action discontinued for 2022-2023)	A social worker will be added to the OUSD staff to target and meet the needs of students in at-risk groups (special education, homeless, foster, low-income, and English Learners).  (An additional elementary counselor funded instead of a social worker. The position was not paid for out of LCAP funds. See note later in this section.)	\$0.00	No

## Goal Analysis [2022-23]

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

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

We were faithful to the action plan as written with the following elaborations:

- 4.1 Counseling Services. For the 2022-2023 school year a guidance technician was hired to assist the two guidance counselors at OAHS. The guidance technician assists students with tasks such as college course registration, supports high school records and data, and communicates with students and families about meetings, tasks, and deadlines.
- 4.2 Focus on Attendance Data. Attendance data became part of a new data dashboard established for site administrators. This dashboard became the foundation for Principal Professional Learning Community (PLC) meetings held monthly throughout the year.
- 4.7 Social/Emotional Learning Curriculum. During the school year, we had three district educators take a SEE Learning facilitator certification course. Some teachers also did some piloting of SEE Learning. The program was adopted by our school board in May, and we stand ready to implement it fully in 2023-2024.

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

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

- 4.1 Counseling Services, \$328,578 in estimated actual expenditures, \$77,081 more than budgeted expenditures. A salary increase for certificated personnel (including counselors) resulted in expenditures that exceeded what had been anticipated.
- 4.4 Provide Credentialed P.E. Teachers for TK-6 Students, \$48,435 in estimated actual expenditures, \$4,820 more than budgeted. A salary increase for certificated personnel (including P.E. teachers) resulted in expenditures that exceeded what had been anticipated.
- 4.5 Art/Music Provided to Students While Teachers Are in PLC Meetings, no expenditures, \$18,693 less than budgeted. Other funding sources were utilized for this program.

- 4.6 Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.), \$26,902 in estimated actual expenditures, \$1,718 less than budgeted. Expenses for these programs came in slightly less than budgeted.
- 4.7 Social/Emotional Focus, \$2,640 in estimated actual expenditures, \$17,360 less than budgeted. Three staff participated in a yearlong SEE Learning facilitator certification course, and most teachers and administrators took a SEE Learning orientation course on the district's March 20 professional development day. The expenses needed for in-depth professional development in SEE Learning have not yet been incurred, however. Now that the district has adopted SEE Learning as a social/emotional learning curriculum, it can plan districtwide implementation in 2023-2024.
- 4.8 Parent Square Home/School Communication Platform, \$3,525 in estimated actual expenditures, \$475 less than budgeted. The district's renewal for Parent Square and associated professional development, and the charter's share of that, came in lower than anticipated.

An explanation of how effective the specific actions were in making progress toward the goal.

Attendance has not rebounded to pre-pandemic levels, as the overall Orcutt Academy attendance rate to date is 93.80% and 15.90% of students have been chronically absent. Despite efforts with attendance communication, incentives, and accountability, more work needs to be done to increase student attendance and reduce chronic absenteeism.

The suspension rate, while down a fraction from 2021-2022, remains high (2.38% overall), and notably above pre-pandemic levels. This underscores the need to continue working to promote, incentivize, and hold students accountable for positive behaviors.

Counseling services are critically important to have available for students. Schools have seen more students who need social/emotional support. All schools report an increased incidence of mental health issues among students, and counselors districtwide are in high demand. As an additional support to students, the district this school year began a collaboration with the Santa Barbara County Education Office on a Mental Health Student Services Act-funded program to provide students access to a community navigator. The community navigator was based at Orcutt Academy High School but was available to all schools to help the families of students with mental health issues access community-based care.

Parent Square is a hugely successful platform for school-home communication. It allows OAHS and OAK-8 to send text alerts, set up special groups for communication, and conduct two-way communication with parents, including parents with home languages other than English. It is hard to imagine how our district and schools were able to facilitate messages to large groups as well as two-way communication with parents (including parents with home languages other than English) without it.

Educational partners express that art and music instruction are a valued part of the OUSD educational program and physical education an important outlet for students. The Orcutt Children's Arts Foundation is regaining momentum lost during the pandemic and stands ready to support district initiatives in the arts. This spring, OCAF took over the district's spring play for elementary and junior high school students and staged a one-act comedy, "Goldilocks on Trial."

In LCAP Survey 2, which invited district interest holders to provide feedback on the effectiveness of actions proposed for this section, the following actions were rated as the most effective:

- Counseling services for students, 79.42% effective or highly effective
- Communication and accountability re student attendance, 73.53% effective or highly effective
- Music and art instruction for grades K-6, 73.53% effective or highly effective
- Vice-principal support at identified schools, 73.53% effective or highly effective
- Implementation of Positive Behavioral Interventions and Supports (PBIS), 67.64% effective or highly effective

The following action was rated as less effective:

- Community liaison support for identified families, 47.06% effective or highly effective

Finally, these actions registered relatively large percentages of responses indicating no opinion:

- Community liaison support for identified families, 23.53% no opinion
- Credentialed physical education teachers for grades TK-6, 20.59% no opinion
- Music and art instruction for grades K-6, 17.65% no opinion
- Vice-principal support at identified schools, 17.65% no opinion

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

For a charter school that depends on maximal Average Daily Attendance (ADA) for funding, attendance needs to remain a priority in 2023-2024. Principals are developing a plan for improving attendance that includes communication to students and families, incentives for positive attendance, and processes such as truancy notification and SARB.

Continued work needs to be done to reduce severe behavior and suspensions. OAHS is looking to partner with Fighting Back Santa Maria Valley on a "Respect Day" event early in 2023-2024 that will involve students in re-envisioning their school culture and developing an action plan. The principle of "Respect Day" is that positive change is more likely when a substantial number of students are committed to it.

Action 4.5 has been changed to allow arts and P.E. programming to support math intervention at OAK-8. (For more information, see narrative for Goal 1.)

The district has added community liaison support, so this will help with family engagement. Liaisons are scheduling more on-campus availability so they can expand support given to students and families.

SEE Learning has been adopted as the district's social/emotional learning curriculum and will be implemented in 2023-2024. Teachers will be asked to deliver a monthly SEE Learning lesson to their students. At OAHS, Spartan Homeroom is seen as a suitable venue for this.

**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.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$426,605	0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.50%	0.00%	\$0.00	5.50%

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

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1: We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points:

- CAASPP E/LA and math results/California School Dashboard: Actions 1, 3, 4, 5, 6, 9, 10, 11, 12
- English Learner progress on ELPAC: Actions 1, 4, 9
- English Learner redesignation rate: Actions 1, 9
- NWEA reading and math results: Actions 1, 3, 4, 5, 6, 9, 10, 11, 12

Action 1 (TOSAs): TOSAs will instruct and support teachers in the implementation of MTSS, targeted intervention, and implementation of Tier 1 and Tier 2 instruction. TOSAs will provide support for identification and training in effective, research-based interventions for at-risk students (English Learners, foster youth, homeless youth, and low-income students). Teachers and administrators report that TOSAs are very valuable in supporting teachers in their delivery of Tier 1 and Tier 2 curriculum. These stakeholders also report that the TOSAs' focus on intervention is essential.



Action 2 (Standards-based Materials): The district has selected materials with an eye to resources and supplementary supports for at-promise students (foster and homeless youth, English Learners, and low-income students).

Action 3 (MTSS): Student screening and assessment data will be analyzed specific to at-promise students (foster and homeless youth, English Learners, and low-income students). Teachers and administrators report that screening and monitoring progress of students within MTSS is essential in being able to know if every student is making satisfactory progress. Research shows that implementation of MTSS results in student academic growth.

Action 4 (PLCs): PLC meetings will focus on the needs of at-promise students (foster, homeless, English Learners, and low-income). Research shows that if teachers closely follow the PLC process, students will make progress.

Action 5 (On-site Intervention): Priority for targeted support through on-site intervention will be given to students in the at-promise groups (homeless, foster, English Learners and low-income). Teachers and administrators shared that our research-based SIPPS reading intervention program is successful in helping students learn to read.

Action 6 (Professional Consulting, Support Programs): Providing strategies in supporting at-promise students (English Learners, foster, homeless, and low income) will be the main focus of consultants and support programs.

Action 9 (Executive Director of Curriculum & Instruction): 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, 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 English Learners, foster youth, homeless youth, and low-income students. Research shows that implementation of MTSS results in student academic growth.

Action 10 (Summer Programming): Students in at-promise groups (homeless, foster, English Learner, and low-income) will be given priority enrollment.

Action 11 (Extended Learning Opportunities - Instructional Assistant): The instructional assistant placed in the TK/K class at OAK-8 will enable the teacher to devote more attention and support to at-promise students in her class.

Action 12 (Program Specialist): The program specialist will focus on MTSS implementation that addresses the needs of students with special needs, English Learners, homeless and foster youth, and low-income students.

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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.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points:

- Number of schools participating in FIRST Lego League: Action 2
- Number of schools/grade levels included in e-sports: Action 2
- District SAMR Survey: Actions 3, 4, 5
- Number of digital citizenship lessons completed: Action 3
- Number of CTE Career Exploration course offered to junior high school students: Action 1

Action 1 (CTE Programming): Equitable course access will be available for at-promise students (homeless, foster, English Learner, and low-income).

Action 2 (Future Ready Enrichment): Equitable access to enrichment opportunities will be available for at-promise students (homeless, foster, English Learner, and low-income). Parents and teachers commented that it is important to give equal access to students in at-promise groups.

Action 3 (Professional Development in Integration of Technology): Professional development topics will focus on the needs of at-promise students (foster, homeless, English Learner, and low-income).

Action 4 (Technology Devices/Access for Students): Provision of devices and hotspots (if needed) gives at-promise students an equitable opportunity for school success.

Action 5 (Creative Learning Environments): Staff continue to search for school, classroom, and program designs that best meet the needs of at-promise students (homeless, foster, English Learner, and low-income).

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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.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points:

- Frequency and number of PLC meetings: Action 1
- PLC Self-Rating Device: Action 1

Action 1 (Restructuring Instructional Time): The thrust is data collection and analysis, with special focus on data of students in at-promise groups (homeless, foster, English Learner, and low-income).

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Goal 4: We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points:

- Attendance rate: Actions 1, 2, 3, 4, 8
- Chronic absenteeism rate: Actions 1, 2, 8
- Suspension rate: Action 3

Action 1 (Counseling Services): The priority for services will be to target the needs of students in at-promise groups (foster, homeless, low-income, and English Learner).

Action 2 (Focus on Attendance Data): Monitoring of attendance data will focus on students in at-promise groups (foster, homeless, low-income and English Learner).

Action 3 (Focus on Behavior/Suspension/Expulsion Data): Those included in analyzing data on positive behaviors, behavioral/discipline referrals, suspensions, and expulsions will focus on students in at-promise groups (foster, homeless, low-income, and English Learner).

Action 4 (PE Teachers to Provide Time for TK-8 teachers to Have PLC Meetings): The provision of this PE instruction is designed to afford teachers time to focus on targeted instruction prioritizing the needs of students in at-promise groups (foster, homeless, low-income, and English Learner). Research shows that if teachers closely follow the PLC process, students will make significant academic progress.

Action 5 (Art/Music Provided to Students While Teachers Implement Math Intervention): Art/music instruction coordinated with PE instruction (Action 4) gives teachers more time to plan effective instruction for students in at-promise groups (homeless, foster, English Learners, and low-income). Research shows that if teachers closely follow the PLC process, students will make significant academic progress. Also, research shows that providing students art and music instruction increases their understanding of core academic instruction.

Action 6 (Enrichment Opportunities): Visual arts, makerspace activities, STEAM activities, and other enrichment will give first priority for participation to students in at-promise groups (foster, homeless, low-income, and English Learner).

Action 7 (Social/Emotional Learning Curriculum): The priority here is on social/emotional curriculum that will address the needs of students in at-promise groups (foster, homeless, low-income, and English Learner).

Action 8 (Parent Square School-Home Communication Platform): This platform has proven invaluable as a mechanism for two-way communication between the school and the families of students in at-promise groups. The platform has the ability to send and field communication via text, email, and telephone message, so families can communicate in their preferred medium.

Action 9 (Social Worker): This action has been discontinued. Instead, an additional elementary counselor was hired using non-LCAP funds.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Supplemental Local Control Funding Formula Funds for the 2023-2024 school year are calculated based on the unduplicated pupil count.

The Orcutt Academy will offer a variety of programs and supports specifically for unduplicated pupils [English Learners, foster youth, low-income pupils, and re-designated English Learners (Fluent English Proficient)]. These include Teachers on Special Assignment (TOSA) who will focus on content instruction at every school site including English Language Development for English Learners. Additional support for English Learners will include bilingual community liaisons/support staff. Other programs and supports include technology specifically targeting access to computers and the internet, access to devices and/or internet outside of the school day, counseling/mental health support for students, resources provided by a social worker, data collection for targeted instruction and progress monitoring, intervention programs, foster youth individual/small group tutoring, positive attendance support, and positive behavior intervention support. The Orcutt Union School District is continuing to research and pilot effective Multi-Tiered Systems of Support (MTSS) strategies for both academic achievement and behavior as it moves forward with implementing MTSS districtwide. As part of this, Teachers on Special Assignment (TOSAs) will work closely with site administration and leadership teams to identify and allocate resources to appropriate students at their schools targeting English learners, foster youth, students with disabilities, and/or students who are socioeconomically disadvantaged. Services will be coordinated and student progress monitored by the Executive Director of Educational Services.

At OAK-8 the Academy will offer additional instruction with specialists in the areas of music, physical education, and art/makerspace (reported below) that will enable teachers to flexibly group their students and reduce class size, thereby allowing for small-group and individual instruction for at-risk students (English Learners, homeless, foster, low-income) along with focused collaboration time through Professional Learning Communities once a week to focus on Tier 1 instruction. On the agenda for these meetings are planning intervention groups, English Language Development instruction, reading "focus folders", discussion of student data, grouping students, and discussion of PDSAs based on student learning data.

The Academy also will offer services and programs that are aligned with LCAP goals and the OUSD Strategic Plan to serve all students. These services include collaboration time for teachers to confer and plan for meeting student needs, stipends for teachers with additional duties as leads for PLC teams/members of site leadership teams, and districtwide benchmark assessments to monitor the progress of all students.

A number of our actions serve specific student populations, but are implemented schoolwide. A large body of research exists that stipulates programs are more effective when delivered in a systematic process. The justification for schoolwide implementation of these practices is the importance of making an impact on the learning environment and climate of the school as a whole which will have a disproportionately positive impact on the targeted subgroups. These services are the most effective use of our funds because they enable us to target instruction specific to each student's individual needs and they maximize the time of our professionals to collaborate in support of student

learning. Specifically, we use visual arts, classroom music instruction, and elementary physical education instruction as ways to systematically and systemically address the needs of specific student populations. In addition to the benefit to students receiving instruction in physical education, classroom music, and visual arts, during this time teachers are meeting in Professional Learning Communities to discuss student learning with a focus on student achievement data.

The following instructional strategies/methodologies will be used to increase or improve services for all students based on research based best practices:

- Release time for our teachers to meet in Professional Learning Communities to improve practice, use data to drive instruction, and target intervention to the needs of individual students, especially English learners, foster youth, students with disabilities, and/or students who are socioeconomically disadvantaged.
- Weekly classroom music instruction for OAK-8 students in grades K-6. Research shows music education prepares students to learn, facilitates student academic achievement and develops the creative capacities for lifelong success. Music facilitates learning in other subjects and enhances skills that children inevitably use in other areas. It is found to have a positive effect on language development, an increased IQ, spatial-temporal skills, and overall the brain works harder when learning the skills required for music (Cutietta, Hamann, Walker, 1995 & Rauscher, 1996).
- For OAK-8, Physical Education instruction from a credentialed PE teacher. The physically active child is more likely to be academically motivated, alert, and successful. In the primary years, active play may be positively related to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative, and problem solving competencies (The National Association for Sport and Physical Education (NASPE). Every student in grades TK-6 will receive instruction in music and physical education, and seventh and eighth graders will receive instruction in PE, but this time also will be utilized for small-group instruction to target needed skills, assessment of student progress via progress monitoring and benchmark assessments, and teacher collaboration around intervention instruction.
- Continuation of the Parent Square school-home communication platform to facilitate everyday communication, meaningful interaction, and participation in decision making by stakeholders.
- All online programs are web-based and available to students 24 hours a day, 7 days a week. Programs currently are used for homework, independent study, writing, as an in-class instructional tool, and can be used to target skill development and as an intervention program.

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.

The Orcutt Academy does not receive concentration grant funding.

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

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$502,582.00	\$384,354.00			\$886,936.00	\$745,782.00	\$141,154.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher on Special Assignment (TOSA) Support	English Learners Foster Youth Low Income	\$64,904.00				\$64,904.00
1	1.2	Standards-Based Materials	All		\$15,000.00			\$15,000.00
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	English Learners Foster Youth Low Income		\$10,000.00			\$10,000.00
1	1.4	Professional Learning Communities (PLCs)	English Learners Foster Youth Low Income	\$6,000.00				\$6,000.00
1	1.5	On-Site Intervention	English Learners Foster Youth Low Income	\$44,864.00				\$44,864.00
1	1.6	Professional Consulting, Support Programs	English Learners Foster Youth Low Income		\$15,000.00			\$15,000.00
1	1.7	English Language Development (ELD) Support	English Learners	\$11,269.00				\$11,269.00
1	1.8	Extra Support for Foster/Homeless Students	Foster Youth	\$11,978.00				\$11,978.00
1	1.9	Executive Director of Curriculum & Instruction	English Learners Foster Youth					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.10	Implementation of Summer Extended Learning Opportunities  (Action modified for 2023-2024)	English Learners Foster Youth Low Income		\$55,745.00			\$55,745.00
1	1.11	Extended Learning Opportunities - Instructional Assistant	English Learners Foster Youth Low Income		\$8,921.00			\$8,921.00
1	1.12	Program Specialist	English Learners Foster Youth Low Income		\$15,000.00			\$15,000.00
2	2.1	CTE Programming	English Learners Foster Youth Low Income		\$66,506.00			\$66,506.00
2	2.2	Focus on Future Ready Enrichment Opportunities	English Learners Foster Youth Low Income		\$28,000.00			\$28,000.00
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	English Learners Foster Youth Low Income		\$5,500.00			\$5,500.00
2	2.4	Technology Devices/Access for Students	English Learners Foster Youth Low Income		\$20,000.00			\$20,000.00
2	2.5	Creative Learning Environments	All	\$0.00				\$0.00
3	3.1	Restructuring Instructional Time	English Learners Foster Youth Low Income	\$84,248.00				\$84,248.00
3	3.2	Professional Development in Universal Design for Learning	English Learners Foster Youth Low Income	\$0.00				\$0.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.1	Counseling Services	English Learners Foster Youth Low Income	\$126,815.00	\$124,682.00			\$251,497.00
4	4.2	Focus on Attendance Data	English Learners Foster Youth Low Income	\$0.00				\$0.00
4	4.3	Focus on Behavior/Suspension/Expulsion Data	English Learners Foster Youth Low Income	\$0.00				\$0.00
4	4.4	Provide credentialed PE teachers for TK-8 students	English Learners Foster Youth Low Income	\$49,983.00				\$49,983.00
4	4.5	Arts Programming for Students  (Action modified for 2023-2024)	English Learners Foster Youth Low Income	\$69,901.00				\$69,901.00
4	4.6	Enrichment Opportunities  (Action modified for 2023-2024)	English Learners Foster Youth Low Income	\$28,620.00				\$28,620.00
4	4.7	Social Emotional Learning Curriculum	English Learners Foster Youth Low Income		\$20,000.00			\$20,000.00
4	4.8	Parent Square Home/School Communication Platform	All	\$4,000.00				\$4,000.00
4	4.9	Social Worker  (Action discontinued for 2022-2023)	All		\$0.00			\$0.00

## 2023-24 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
\$7,759,919	\$426,605	5.50%	0.00%	5.50%	\$498,582.00	0.00%	6.43 %	<b>Total:</b>	\$498,582.00
								<b>LEA-wide Total:</b>	\$498,582.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$498,582.00

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	1.1	Teacher on Special Assignment (TOSA) Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$64,904.00	0%
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
1	1.4	Professional Learning Communities (PLCs)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	0%
1	1.5	On-Site Intervention	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$44,864.00	0%
1	1.6	Professional Consulting, Support Programs	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
1	1.7	English Language Development (ELD) Support	Yes	LEA-wide Schoolwide	English Learners	All Schools	\$11,269.00	0%

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	1.8	Extra Support for Foster/Homeless Students	Yes	LEA-wide Schoolwide	Foster Youth	All Schools	\$11,978.00	0%
1	1.9	Executive Director of Curriculum & Instruction	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
1	1.10	Implementation of Summer Extended Learning Opportunities  (Action modified for 2023-2024)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
1	1.11	Extended Learning Opportunities - Instructional Assistant	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
1	1.12	Program Specialist	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
2	2.1	CTE Programming	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
2	2.2	Focus on Future Ready Enrichment Opportunities	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%0%
2	2.4	Technology Devices/Access for Students	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: OA Independent Study		0%
3	3.1	Restructuring Instructional Time	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$84,248.00	0%
3	3.2	Professional Development in Universal Design for Learning	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$0.00	0%
4	4.1	Counseling Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth	All Schools	\$126,815.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
4	4.2	Focus on Attendance Data	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$0.00	0%
4	4.3	Focus on Behavior/Suspension/Expulsion Data	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$0.00	0%
4	4.4	Provide credentialed PE teachers for TK-8 students	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$49,983.00	0%
4	4.5	Arts Programming for Students  (Action modified for 2023-2024)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$69,901.00	0%
4	4.6	Enrichment Opportunities  (Action modified for 2023-2024)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$28,620.00	0%
4	4.7	Social Emotional Learning Curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$785,964.00	\$860,656.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher on Special Assignment (TOSA) Support	Yes	\$57,086.00	\$92,429
1	1.2	Standards-Based Materials	No	\$15,000.00	
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Yes	\$10,000.00	0
1	1.4	Professional Learning Communities (PLCs)	Yes	\$6,000.00	1800.00
1	1.5	On-Site Intervention	Yes	\$26,278.00	\$16,546
1	1.6	Professional Consulting, Support Programs	Yes	\$15,000.00	\$18,000
1	1.7	English Language Development (ELD) Support	Yes	\$9,125.00	\$22,291
1	1.8	Extra Support for Foster/Homeless Students	Yes	\$8,533.00	0
1	1.9	Executive Director of Curriculum & Instruction	Yes	0	0
1	1.10	Implementation of Summer Extended Learning Opportunities	Yes	\$55,000.00	\$64,106

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Extended Learning Opportunities - Instructional Assistant	Yes	\$16,769.00	0
1	1.12	Program Specialist	Yes	\$15,000.00	
2	2.1	CTE Programming	Yes	\$53,000.00	\$87,443
2	2.2	Focus on Future Ready Enrichment Opportunities	Yes	\$28,000.00	\$34,935
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	Yes	\$5,500.00	\$2,886
2	2.4	Technology Devices/Access for Students	Yes	\$15,000.00	\$25,892
2	2.5	Creative Learning Environments	No	\$0.00	0
3	3.1	Restructuring Instructional Time	Yes	\$84,248.00	\$84,248
3	3.2	Professional Development in Universal Design for Learning	Yes	\$0.00	0
4	4.1	Counseling Services	Yes	\$251,497.00	\$328,578
4	4.2	Focus on Attendance Data	Yes	\$0.00	0
4	4.3	Focus on Behavior/Suspension/Expulsion Data	Yes	\$0.00	0

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	4.4	Provide credentialed PE teachers for TK-8 students	Yes	\$43,615.00	\$48,435.00
4	4.5	Arts Programming for Students	Yes	\$18,693.00	
4	4.6	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	Yes	\$28,620.00	\$26,902
4	4.7	Social Emotional Focus	Yes	\$20,000.00	2640.00
4	4.8	Parent Square Home/School Communication Platform	No	\$4,000.00	\$3,525
4	4.9	Social Worker (Action discontinued for 2022-2023)	No	\$0.00	0.00

**2022-23 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)
\$413,895	\$409,013.00	\$413,895.00	(\$4,882.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Teacher on Special Assignment (TOSA) Support	Yes	\$57,086.00	\$45,208.56	0%	
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Yes	0.00	0.00	0%	
1	1.4	Professional Learning Communities (PLCs)	Yes	\$6,000.00	\$43,266.77	0%	
1	1.5	On-Site Intervention	Yes	\$26,278.00		0%	
1	1.6	Professional Consulting, Support Programs	Yes	0.00		0%	
1	1.7	English Language Development (ELD) Support	Yes	\$9,125.00	\$22,291.19	0%	
1	1.8	Extra Support for Foster/Homeless Students	Yes	\$8,533.00	0.00	0%	
1	1.9	Executive Director of Curriculum & Instruction	Yes	0.00	0.00	0%	
1	1.10	Implementation of Summer Extended Learning Opportunities	Yes	0.00	0.00	0%	
1	1.11	Extended Learning Opportunities - Instructional Assistant	Yes	0.00	0.00	0%	



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.12	Program Specialist	Yes	0.00	0.00	0%	
2	2.1	CTE Programming	Yes	0.00	0.00	0%	
2	2.2	Focus on Future Ready Enrichment Opportunities	Yes	0.00	0.00	0%	
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	Yes	0.00	0.00	0%0%	
2	2.4	Technology Devices/Access for Students	Yes	0.00	0.00	0%	
3	3.1	Restructuring Instructional Time	Yes	\$84,248.00	\$84,248.31	0%	
3	3.2	Professional Development in Universal Design for Learning	Yes	0.00	0.00	0%	
4	4.1	Counseling Services	Yes	\$126,815.00	\$147,236.96	0%	
4	4.2	Focus on Attendance Data	Yes	0.00		0%	
4	4.3	Focus on Behavior/Suspension/Expulsion Data	Yes	0.00		0%	
4	4.4	Provide credentialed PE teachers for TK-8 students	Yes	\$43,615.00	\$48,434.35	0%	
4	4.5	Arts Programming for Students	Yes	\$18,693.00	\$23,208.86	0%	
4	4.6	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	Yes	\$28,620.00		0%	
4	4.7	Social Emotional Focus	Yes	0.00		0%	

**2022-23 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)
\$7,422,787	\$413,895	0.00%	5.58%	\$413,895.00	0.00%	5.58%	\$0.00	0.00%

# Instructions

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[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](mailto: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 (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 aspects of the LCAP template 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, 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]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.



## Focus Goal(s)

**Goal 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.

**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.

## Broad Goal

**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.

**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

**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.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

## Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**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.

**Goal Analysis:**

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.
- 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.

## 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 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.

### Requirements and Instructions

***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 low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** 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 LEAs 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:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **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 of 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 + 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).

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