



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

Orcutt Academy Charter

State Priorities



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

Local Control Funding Formula

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

Local Control Accountability and Plan

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

Student Enrollment

Ethnicity	Percent of Enrollment
African American	1.3
American Indian	0.1
Asian	2.0
Filipino	2.1
Hispanic/Latino	43.6
Pacific Islander	0.4
White	42.1
Two or More Races	6.9
Student Group	Percent of Enrollment
English Learners	3.4
Low Income	26.2
Foster Youth	0.4

Our Community



Orcutt, Santa Maria, Los Alamos,
Casmalia
Communities Served



764

Students



3 Sites

Schools



55

Staff

2023-24 LCAP Funding Overview

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



2023-24 LCAP Goals and Services

GOAL




1

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



State Priorities: Priority 2 (State Standards: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes),

Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter

1.1	<p>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.</p>	\$64,904.00	 English Learners Foster Youth Low Income
1.2	<p>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.</p>	\$15,000.00	 All Students
1.3	<p>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 communicate academic data to staff. Data will be used in placement for intervention/enrichment groups, and to monitor student progress. Data will also be utilized to communicate information regarding student progress with parents and students. NWEA, Acadience, PathBlazer/Compass Learning will be available to individualize instruction as NWEA levels populate to PathBlazer to assist in targeting specific student academic needs.</p>	\$10,000.00	 English Learners Foster Youth Low Income

<p>1.4</p>	<p>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-promise students, specifically English Learners, foster students, homeless students, English Learners, and low-income students.</p>	<p>\$6,000.00</p>	 English Learners Foster Youth Low Income
<p>1.5</p>	<p>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-promise youth (ELs, foster/homeless youth, low-income students, and students with disabilities).</p>	<p>\$44,864.00</p>	 English Learners Foster Youth Low Income
<p>1.6</p>	<p>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-promise students including English Learners, foster youth, homeless youth, low income students will be the main focus.</p>	<p>\$15,000.00</p>	 English Learners Foster Youth Low Income
<p>1.7</p>	<p>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).</p>	<p>\$11,269.00</p>	 English Learners
<p>1.8</p>	<p>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</p>	<p>\$11,978.00</p>	 Foster Youth
<p>1.9</p>	<p>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</p>		 English Learners Foster Youth Low Income

	English Learners, foster youth, homeless youth, students with special needs, and low-income students.		
1.10	<p>Implementation of Summer Extended Learning Opportunities</p> <p>(Action modified for 2023-2024)</p> <p>Students entering grades K-6 will be have the opportunity to be enrolled in a summer camp that provides academic enrichment, recreation, socialization, and nutrition. The camp will be operated by the district's Campus Connection Childcare Program in alignment with state Expanded Learning Opportunities Program (ELO-P) requirements. Teachers will be hired to provide an academic component to the camp in the mornings; content presented by teachers will include core literature (reader's workshop), SIPPS (reading intervention), math fluency activities, STEAM on Demand, SEE Learning, and physical education. Campus Connection staff will plan themed activities including visual arts in the afternoons.</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-promise 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>	\$55,745.00	 <p>English Learners Foster Youth Low Income</p>
1.11	<p>Extended Learning Opportunities - Instructional Assistant</p> <p>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-promise students (English Learners, homeless, foster, and low-income students).</p>	\$8,921.00	 <p>English Learners Foster Youth Low Income</p>
1.12	<p>Program Specialist</p> <p>The program specialist will focus on the Multi-Tiered Systems of Support System (MTSS) to focus on the academic and social-emotional needs of our at-promise students (English Learners, homeless, foster, students with special needs, and low-income students). This person also will focus on Positive Behavioral Interventions and Supports (PBIS) systems to focus on behavior and social emotional needs of our at-promise students (English Learners, homeless, foster, students with special needs, and low-income students).</p>	\$15,000.00	 <p>English Learners Foster Youth Low Income</p>

GOAL






2

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

State Priorities: Priority 2 (State Standards: Conditions of Learning), Priority 7 (Course Access: Conditions of Learning)



Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter

2.1	<p>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 Design and Modeling. Equitable course access will be available for at-promise students (foster, homeless, EL, low income).</p>	\$66,506.00	 English Learners Foster Youth Low Income
2.2	<p>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).</p>	\$28,000.00	 English Learners Foster Youth Low Income
2.3	<p>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.</p>	\$5,500.00	 English Learners Foster Youth Low Income
2.4	<p>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.</p>	\$20,000.00	 English Learners Foster Youth Low Income
2.5	<p>Creative Learning Environments Staff will investigate alternatives for creative learning environments, including furniture, technology, physical space, and tools to improve student engagement and learning.</p>	\$0.00	 All Students



GOAL

3

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



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

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	 English Learners Foster Youth Low Income
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	 English Learners Foster Youth Low Income




GOAL

4



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



State Priorities: Priority 3 (Parental Involvement: Engagement), Priority 5 (Pupil Engagement: Engagement), Priority 6 (School Climate: Engagement), Priority 8 (Other Pupil Outcomes: Pupil Outcomes)
Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter

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	 English Learners Foster Youth Low Income
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-promise student groups (low income, foster, homeless, English Learners, and students with special needs). School leadership teams will analyze this data at least monthly to evaluate/ and modify (as needed) attendance incentive opportunities for individual students (again, with a priority focus on at-promise student groups: foster, homeless, English Learners, low-income, and students with special needs).	\$0.00	 English Learners Foster Youth Low Income
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-promise student groups (English Learners, foster, homeless, special education, low income students). School leadership teams will analyze this data at least monthly to evaluate and modify (as needed) MTSS SEL/Suspension flowchart protocols for individual students (again, with a priority focus	\$0.00	 English Learners Foster Youth Low Income

	on at-promise student groups: English Learners, foster, homeless, low income, and students with disabilities).		
4.4	<p>Provide credentialed PE teachers for TK-8 students</p> <p>Provide additional time for targeted instruction and Professional Learning Communities, especially for English Learners, foster youth, homeless youth, and low income students through the implementation of bi-weekly physical education instruction with credentialed physical education teachers in grades TK-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-promise students (English Learners, foster, homeless, low-income).</p>	\$49,983.00	 <p>English Learners Foster Youth Low Income</p>
4.5	<p>Arts Programming for Students</p> <p>(Action modified for 2023-2024)</p> <p>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 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.</p>	\$69,901.00	 <p>English Learners Foster Youth Low Income</p>
4.6	<p>Enrichment Opportunities</p> <p>(Action modified for 2023-2024)</p> <p>Implementation of enrichment activities for students that provide new experiences, teach new skills, and contribute to social/emotional health. As possible, these activities also can incorporate creativity, critical thinking, collaboration, and communication. Activities to be planned in 2023-2024 include the district's swim lesson program for fourth graders, makerspace activities based in school libraries, and field trips. These experiences are important for all students, but especially important for at-promise students: foster, homeless, English Learners, low-income, and students with disabilities.</p>	\$28,620.00	 <p>English Learners Foster Youth Low Income</p>
4.7	<p>Social Emotional Learning Curriculum</p> <p>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</p>	\$20,000.00	 <p>English Learners Foster Youth Low Income</p>

	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.		
4.8	Parent Square Home/School Communication Platform Continue district/teacher/parent access to Parent Square	\$4,000.00	 All Students
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	 All Students

Educational Partner

Major Changes for 2023-24

We Want to Increase

We Want to Decrease

- Orcutt Academy School Advisory Council
- Students
- Parents/guardians
- Teachers
- Classified employees
- Administrators

- CTE programming
- Executive Director of Educational Services
- District Social Worker

- CAASPP proficiency rates
- UC a-g compliance by high school graduates
- ELPAC proficiency
- EL re-classification rates
- CTE programming
- Technology integration
- Student attendance

- Chronic absenteeism
- Suspensions

Orcutt Academy Charter

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