



Orcutt Union School District

2019-20 LCAP OVERVIEW

Local Control Funding Formula (LCFF)



8 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

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.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

Local Control Accountability Plan (LCAP)

2019-20 Total LCFF Funding



OVERVIEW



Communities Served: The Orcutt Union School District is located in the unincorporated area of Santa Barbara County, just south of the city of Santa Maria, and is a part of the Santa Maria Valley



4,581 Students



8 Schools



532 Full- and Part-time Staff

Student Ethnicity

African American	1.4%
Asian	4.4%
Filipino	%
Hispanic/Latino	51.1%
White	39%
Multiracial	2%

Student Groups

13.78%	44%	0.6%
English Learners	Low Income	Foster Youth

Unduplicated Students: students who are English learners, low income, and/or foster youth

2019-20 LCAP AT-A-GLANCE



4 LCAP Goals



21 LCAP Actions & Services



19 LCAP Measures



4,926,185.62 LCAP Budget

LCAP Goals

- 1 Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement
- 2 Provide students with an innovative 21st century curriculum that will enable them to compete in a global society
- 3 Create flexible learning environments that will encourage new delivery models and expand students' opportunities for learning
- 4 Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child

Funding for LCAP Goals

Goal 1 is supported by \$2,469,333.00 in total funding

Goal 2 is supported by \$51,208.62 in total funding

Goal 3 is supported by \$628,150.00 in total funding

Goal 4 is supported by \$1,450,931.00 in total funding

NEW 2019-20 BUDGET ONE PAGERS



One page summaries are included this year in Appendix C of the LCAP packet.

These summaries show all the funding that supports LCAP Goals including:
 1) LCFF Base (for all students), 2) LCFF Supplementary/Concentration (to help high need students), and 3) Restricted Grant Funding (for specific uses).

Supplementary & Concentration Funding by LCAP Goal

- Goal 1** \$1,080,104
- Goal 2** \$51,208.62
- Goal 3** \$623,150
- Goal 4** \$1,450,931

What is in Orcutt Union School District's LCAP?

Orcutt Union School District's LCAP includes increased and improved services for students including music, physical education, and visual arts instruction, Teachers on Special Assignment to support instruction and provide professional learning and coaching for district staff, time for staff to participate in Professional Learning Communities to collaborate on best practices in student learning as new expectations and new curriculum are implemented across our classrooms, support for student intervention programs at the school site and at the district level for behavioral as well as academic needs, and support for our most at-risk youth. OUSD's LCAP is closely aligned with the District's Strategic Plan, the plans support one another in one coherent, focused approach.

MAJOR CHANGES FOR 2019-20 LCAP

Changes to the 2019-20 LCAP include adjustments to expenditures to more closely align with estimated actual costs of the 2018-19 school year. The District will also be including a new data management system for student data to increase understanding and the ability to analyze and interpret data by staff. Also new to the LCAP is the Students Leading Education (SLED) program. This program was started in the 2018-19 school year and first priority for participation in the program goes to English learners, low-income students, and foster/homeless youth. This program empowers students to take control of their education and solve issues they identify as barriers to student success. The programs currently included in the LCAP will continue to be supported and monitored for effectiveness.

LCAP Goal 1:

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement



Goal 1 Budget = \$2,469,333.00

Related State Priorities:
 Academic Standards
 Student Achievement

All teachers will be supported in implementing and teaching the new 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 (TOSA).

The TOSAs will support school sites with the implementation of RTI, 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, low-income students.

X All Schools

Standards-based materials will be available to all students. Science materials will be evaluated and possibly piloted/purchased

X All Schools

Universal screening, formative assessments and Multi-Tiered System of Support (MTSS) progress monitoring assessments will be administered to students to identify areas of need, effectiveness of program, and monitor student progress. Data will be analyzed specific to English learners, foster youth, and low-income students, to determine if instructional strategies are effective, use in placement for intervention/enrichment groups, and to monitor student progress. Data will also be

X All Schools

utilized to communicate information on student progress with parents and students. (NWEA/DIBELS)	
Professional Learning Community (PLC)/Leadership Team Members will receive a stipend in exchange for attending leadership team meetings, facilitating weekly leadership/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.	X All Schools
The MTSS task force will continue to develop and refine an implementation plan for Multi-Tiered Systems of Support including clearly identified tiers for intervention, targeted intervention, assessment, and data-driven decision making	X All Schools
Identified students will receive targeted support through on-site interventions provided by the classroom teacher and the grade level team (Tier 1 and 2) TOSAs will provide support for identification of and training in effective, research-based interventions for at risk youth (English learners, foster youth, low-income)	X All Schools
A variety of online learning programs will be utilized for targeted instruction, especially for English learners, foster youth, and low-income pupils based on their individual achievement data. Programs will be used to double and triple-dose students in need of additional instruction and practice and also provide instruction during non-school hours and during breaks in school.	X All Schools
Provide designated and integrated ELD in the regular classroom setting for grades K-6 utilizing the district adopted curriculum. Students in grades 7-8 will receive designated and integrated ELD in their regular classroom settings utilizing push-in support as needed. Provide translation support and access to community/school/district resources through bilingual community liaisons and bilingual staff. Monitor student data and instructional practices. Provide support to classroom teachers through designated ELA/ELD TOSAs to coach teachers for integrated ELD and provide resources and support to classroom teachers for Newcomer and LTEL students.	X All Schools
Small Group and Individual Tutoring will be made available for at-risk foster and homeless youth. Scholarships to participate in enrichment activities will be made available to foster and homeless youth.	X All Schools

**LCAP Goal 2:
Provide students with an innovative 21st century curriculum that will enable them to compete in a global society**



Goal 2 Budget = \$51,208.62

Related State Priorities:
Academic Standards
Student Achievement
Course Access

Increased opportunities to incorporate 21st Century Learning Skills as an integral part of high quality instruction and to increase student engagement (Critical Thinking, Collaboration, Creativity, Communication)	X All Schools
Increased access to technology for English learners, foster youth, and low-income students in the classroom, before and after school, (staffed computer labs) and in the home through devices available for eligible (unduplicated) student check out and use outside of the school day.	X All Schools

**LCAP Goal 3:
Create flexible learning environments that will encourage new delivery models and expand students' opportunities for learning**



Goal 3 Budget = \$628,150.00

Related State Priorities:
Basic Services
Student Achievement
Course Access

Provide opportunities for restructuring instructional time during the day including weekly Professional Learning Community meeting time with coordinated support

X All Schools

Investigate alternatives for creative learning environments, including furniture, technology, the physical space, and tools to improve student engagement and learning

X All Schools

Provide professional development on research-based teaching and learning strategies such as Problem-Based Learning, Document-Based Questioning, Blended Learning, Literature Circles, Center-Based Learning, and others that support students from identified subgroups in achieving at high levels

X All Schools

**LCAP Goal 4:
Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child**



Goal 4 Budget = \$1,450,931.00

Related State Priorities:
Parent Involvement
Student Engagement
School Climate

Provide opportunities within the visual and performing arts (VAPA) for all students

Implement weekly classroom music instruction for students in grades TK-6 to provide additional time for professional development, professional learning communities, and teacher collaboration, especially focused on meeting the needs of English learners, foster youth, and low-income students in grades TK-6

Specific Schools: Joe Nightingale Elementary, Patterson Road Elementary, Pine Grove Elementary, Ralph Dunlap Elementary, Alice Shaw Elementary, Olga Reed School

Continue counseling services at all District schools with credentialed counselors hired directly by the District. Priority for services to target the needs of English learners, foster youth, and low-income students

X All Schools

As identified through the Differentiated Assistance Process, counseling support will be enlisted for students needing targeted or strategic support

Implement PBIS for Cohort 3 (Orcutt Academy High School) (Year 1)

Implement PBIS for Cohort 2 (Orcutt Junior High School, Pine Grove School, Ralph Dunlap School) (Year 2)




Support and continue implementation for Cohort 1 (Lakeview Junior High School, Joe Nightingale School, Patterson Road School, Alice Shaw School) (Year 3)

As identified through the Differentiated Assistance Process, school-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students at all school sites

Improve the attendance rate and decrease chronic absenteeism for English learners, foster youth, and low-income students through the School Attendance Review Board

process and through the use of Check, Connect, Respect program	
<p>Provide additional time for targeted instruction and Professional Learning Communities, especially for English learners, foster youth, homeless youth, and low-income students, through the implementation of bi-weekly physical education instruction with credentialed physical education teachers in grades TK-6. Class sizes larger than 50 students will receive support from a PE Classified Instructional Assistant.</p> <p>Provide materials/equipment for physical education to support equal access to PE standards and program</p>	<p>X All Schools</p>
Increase support services and resources for English Learners, foster youth, and low-income students through a designated coordinator	<p>X All Schools</p>
Implement a 21st Century School-Home Communication Platform to facilitate everyday communication, meaningful interaction and encourage participation in decision making with stakeholders	<p>X All Schools</p>
<p>Provide enrichment opportunities for all students</p> <p>Implement weekly enrichment instruction for students which could include visual arts, makerspace, STEAM, or other activities encouraging innovation through creativity, critical thinking, collaboration and communication in grades TK-6 to provide additional time for professional development, Professional Learning Communities, and teacher collaboration, especially focused on meeting the needs of English learners, foster youth, and low-income students in grades TK-6</p>	<p>Specific Schools: Joe Nightingale Elementary, Patterson Road Elementary, Pine Grove Elementary, Ralph Dunlap Elementary, Alice Shaw Elementary, Olga Reed School</p>
<p>Students Leading Education (SLED) chapters were started in the 2018-19 school year using one-time carryover funds. This program specifically targets English learners, foster/homeless youth, and low income students, engaging them in the school setting and empowering them to take control of their own education. Students identify issues on their campus they wish to see addressed, formulate a plan, and execute it with the support of the program advisor. This program utilizes a trainer of trainers model with the goal of creating a self-sufficient program within 2-3 years.</p>	<p>Specific Schools: Olga Reed School, Lakeview Junior High School, Orcutt Junior High School</p>

LCAP MEASURES

 <p>We want to maintain:</p> <p>Low Level of Expulsions Low Level of Teacher Misassignment Facilities with Good Ratings</p>	 <p>We want to increase:</p> <p>CAASPP Proficiency Rates ELPAC Proficiency EL Classification Rates Student Participation in the Arts Technology Integration Implementation of State Standards Implementation of 21st Century Skills Professional Learning Communities Physical Fitness Test Pass Rate Attendance Rates Parent/Community Engagement & Satisfaction Positive School Culture Graduation Rates</p>	 <p>We want to decrease:</p> <p>Chronic Absenteeism Suspensions</p>
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STAKEHOLDER ENGAGEMENT

Various stakeholders participate in the LCAP process including parents and guardians, community members, students, local bargaining units, and educators. The stakeholder engagement process is highly focused on informing stakeholders about the LCAP, reporting district and site-level strategies for LCAP funds, and collecting input and feedback. Changes to the LCAP as a result of stakeholder feedback are outlined in the Stakeholder Engagement section of the LCAP.

Development of the 2017-2020 LCAP involved 220+ meeting participants, 12+ meetings, 1,060 survey responses, and 197 suggestions. Each year, the LCAP stakeholder engagement process is repeated and even more input is gathered to guide the goals and action steps.

District LCAP (DLCAP) Parent Committee

The Orcutt District English Learner Advisory Committee and Parent Superintendent meeting groups serve as parent representatives for the District LCAP Parent Committee



View measures & most up-to-date data on our LCAP Dashboard:

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

K	A-G- A-G Course Requirements for College Entrance	DDI - Data Driven Instruction	PI - Program Improvement
E	AP- Advanced Placement	EAP- Early Assessment Program	PSAT - Preliminary Scholastic Assessment Test
Y	API- Academic Performance Index	ELA - English Language Arts	PTA - Parent Teacher Association
A	BEST- Building Effective Schools Together	EL or ELL - English Language Learner	S3 - Safe, Supportive Schools Program
C	CAASPP- California Assessment of Student Performance and Progress	FTE- Full-Time Equivalent	S&C - Supplementary & Concentration Funds
R	CBO- Community Based Organization	FY - Foster Youth	SARC - School Accountability Report Card
O	CCSS – Common Core State Standards	IEP- Individualized Education Program	SAT - Scholastic Assessment Test
N	CDE- California Department of Education	K- Kindergarten	SBAC - Smarter Balanced Assessment Consortium
Y	CELDT - CA English Language Development Test	LCAP- Local Control Accountability Plan	SRO - School Resource Officer
M	CHKS - CA Healthy Kids Survey	LCFF - Local Control Funding Formula	SST- Student Study Team
S	CSO- Campus Safety Officer	LEP- Limited English Proficient	STEM – Science, Technology, Engineering, Math
	CSU- California State University	LI - Low Income	TK -Transitional Kindergarten
	CTE- Career Technical Education	NGSS- Next Generation Science Standards	UC - University of California
		PO- Professional Development	
		PFT - Physical Fitness Test	