

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orcutt Union School District

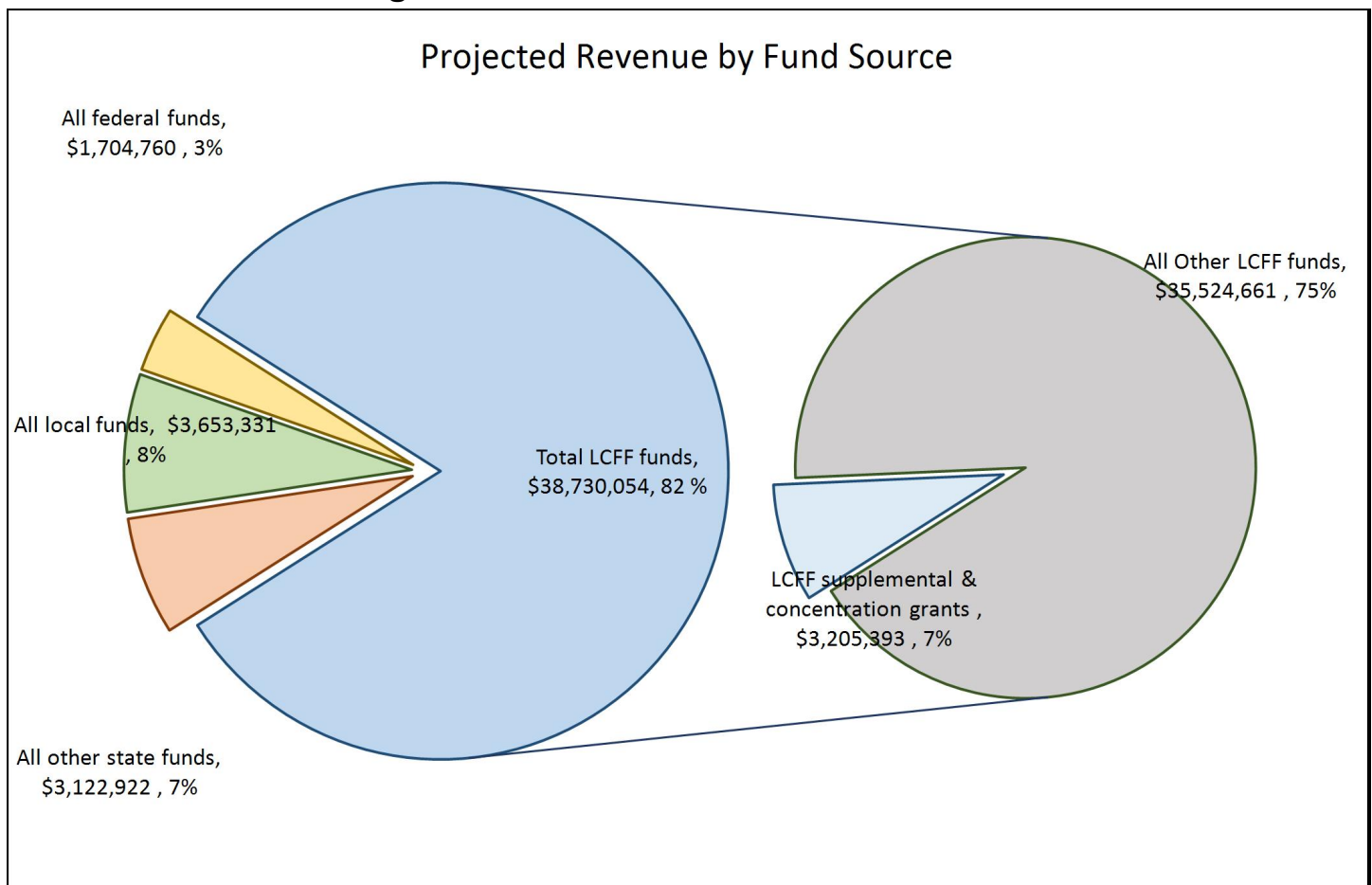
CDS Code: 42-69260

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Dr. Holly Edds, Assistant Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

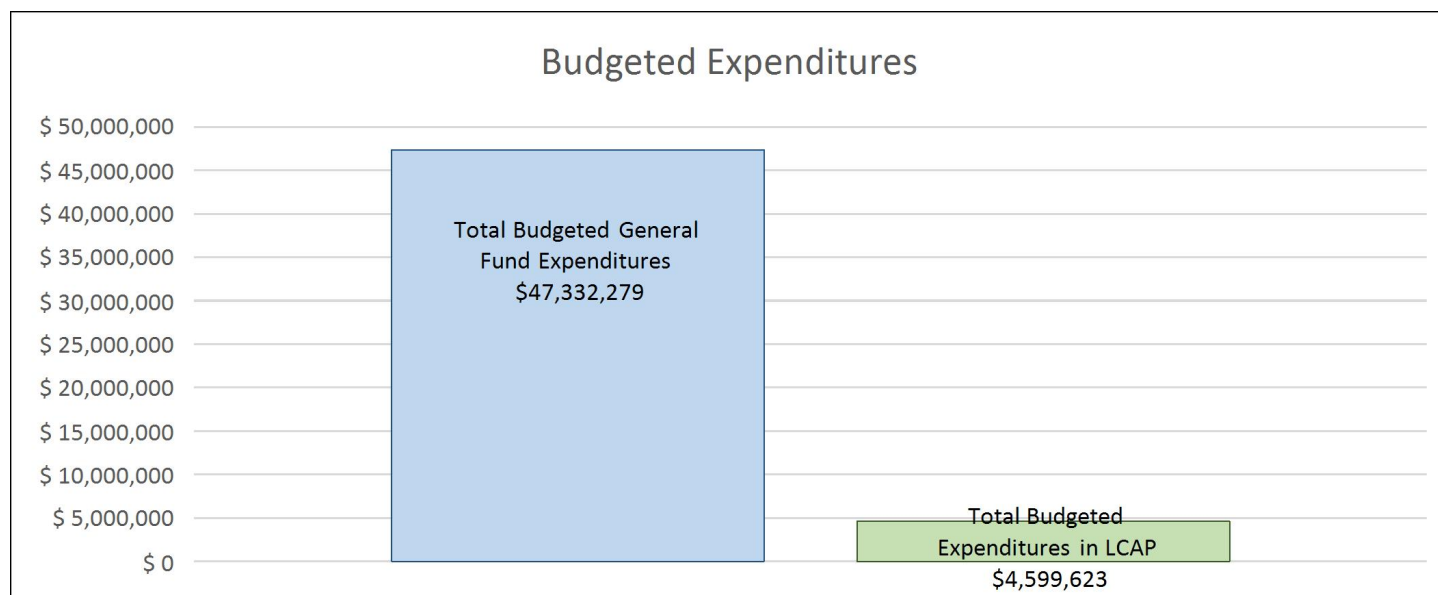


This chart shows the total general purpose revenue Orcutt Union School District expects to receive in the coming year from all sources.

The total revenue projected for Orcutt Union School District is \$47,211,067, of which \$38,730,054 is Local Control Funding Formula (LCFF), \$3,122,922 is other state funds, \$3,653,331 is local funds, and \$1,704,760 is federal funds. Of the \$38,730,054 in LCFF Funds, \$3,205,393 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Orcutt Union School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Orcutt Union School District plans to spend \$47,332,279 for the 2019-20 school year. Of that amount, \$4,599,623 is tied to actions/services in the LCAP and \$42,732,656 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

certificated and classified salaries and benefits, supplies, transportation service for our students, services to our special education students, and facility maintenance.

Increased or Improved Services for High Needs Students in 2019-20

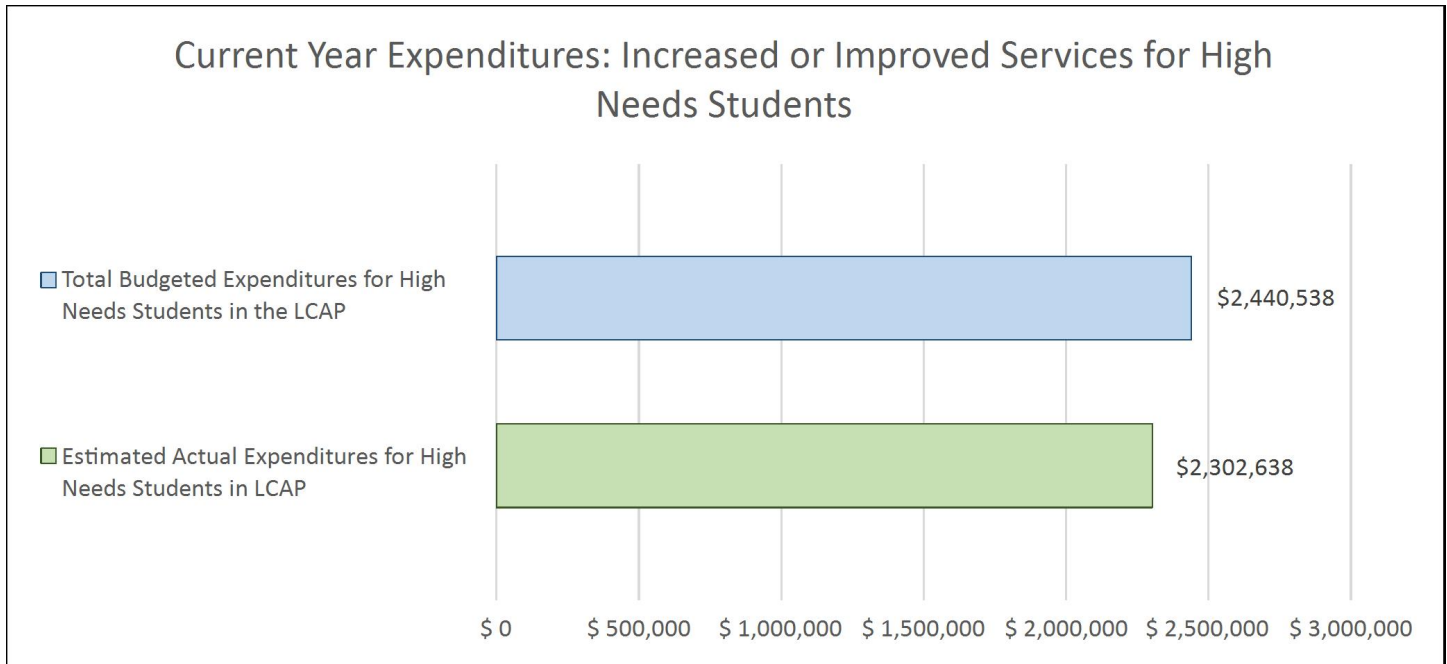
In 2019-20, Orcutt Union School District is projecting it will receive \$3,205,393 based on the enrollment of foster youth, English learner, and low-income students. Orcutt Union School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Orcutt Union School District plans to spend \$2,823,070 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

Our district's commitment to Professional Learning Communities to target instruction of students, especially our at-risk high needs students, occurs at our K-6 and K-8 school sites weekly through a 90 minute block of time dedicated to student learning (Tier 1). During this time, students rotate between classroom music, physical education, and visual arts instruction while teachers meet to discuss instruction and student data. Student data is analyzed by student group during this time and students benefit from instruction in the arts. While much of the discussion is specifically targeting at-risk students, all students receive this action/service.

LCFF Budget Overview for Parents

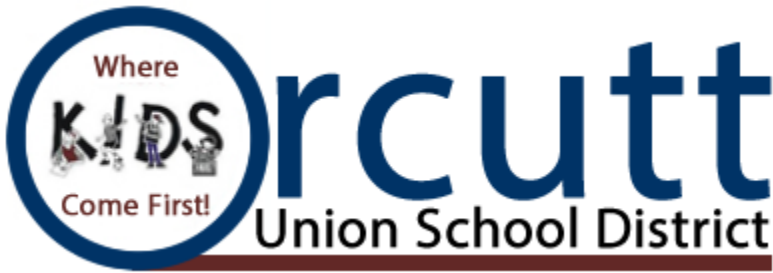
Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Orcutt Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orcutt Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Orcutt Union School District's LCAP budgeted \$2,440,538 for planned actions to increase or improve services for high needs students. Orcutt Union School District estimates that it will actually spend \$2,302,638 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-137,900 had the following impact on Orcutt Union School District's ability to increase or improve services for high needs students:
All of the planned actions/services approved as part of the 2018-19 LCAP were carried out, the expenses were less than anticipated due to a variety of reasons including fewer classified PE assistants after credentialed PE teachers were hired and lower than anticipated costs for PE teacher salaries. Additionally, the visual arts program was less costly than estimated as this was the first year of implementation for the program. Teacher on Special Assignment (TOSA) costs were offset by the use of federal funds.



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): 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.

LEA Name

Orcutt Union School District

Contact Name and Title

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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. It is within 15 miles of the Western Space Complex located at Vandenberg Air Force Base. Local industries include aerospace, farming, oil production, service related occupations, and a growing number of small and large commercial businesses.

The Orcutt Union School District is comprised of six elementary schools and two junior high schools with a student population of 4,581 kindergarten through eighth grade students. Orcutt students attend Righetti High School, Delta High School (our local continuation school), St. Joseph High School (a private Catholic Los Angeles Archdiocese high school), or Orcutt Academy High School. The leadership at each Orcutt district school is facilitated by the utilization of site-based management.

Students attending the Orcutt Union School District come from a cross-section of socioeconomic levels, cultural backgrounds, and family structures. The ethnic composition of the school district is approximately 39% Anglo, 51.1% Hispanic, 4.4% Asian, 2.1% American Indian/Alaskan, 1.4% African American, with the remaining 2% representing diverse ethnic groups or multiple ethnicities.

The dominant language is English, with English language learners representing 13.78% of our student population.

LCAP Highlights

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

OUSD 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 highly trained classroom teachers at every school site, technology specifically targeting access to computers, counseling/mental health support for students, data analysis, intervention programs, individual/small group tutoring, assessment to monitor progress, individualized learning paths and online curriculum, positive attendance support, and positive behavior intervention support. OUSD also continues to implement a Multi-Tiered Systems of Support (MTSS) model, the Teachers on Special Assignments (TOSAs) will work closely with the 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 low-income.

The district will also offer services and programs that are aligned with LCAP goals and the OUSD Strategic Plan to serve all students such as 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. Every one of our schools currently have students from each of the designated subgroups (English learners, students identified as low income, foster youth, and re-designated English learners (fluent English proficient)).

In addition, the district will provide release time 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 Socio-Economically Disadvantaged. Daily bell schedules at all K-8 sites will be adjusted to enable teachers to meet weekly for at least 60 minutes in PLCs with the guidance of site administration, leadership team members, and the TOSAs and additional duties outside of the school day for PLC team/leadership team members. In addition, the district will also offer additional instruction with specialists in the area of art, music, and physical education at elementary school sites which will enable teachers to meet in Professional Learning Communities to collaborate around student learning. 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 a program that is showing great success. 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 with the support of a trained classified instructional assistant is also provided. The physically active child is more likely to be academically motivated, alert, and successful. Visual art instruction was added in the 2018-19 school year to provide additional weekly instruction in grades 1-6 for students.

Each student in grades 1-8 in the Orcutt Union School District receives an individualized learning path based on their assessment results utilizing the Northwest Evaluation Assessment (NWEA) two to three times per year. Each student receives a full grade level curriculum at their grade level, an individualized learning path based on their strengths and weaknesses, and assignments made by their teacher. The program is web-based and is available to students 24 hours a day, 7 days a week. The program is currently used as a homework program, independent study program, writing program, in-class instructional tool, and can also be used to target skill development and as an intervention program.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The Orcutt Union School District has been working to successfully implement Professional Learning Communities for a number of years. This work included professional development for all teachers, attendance at the PLC Summit by teams from each school site and district personnel, and most recently collaboration time was built into the school day. Stakeholders felt strongly that this time has been valuable in having conversations around essential standards, common formative assessments, student progress and student learning. Teachers now have the ability through data to analyze student progress and target needs of specific students and/or groups of students. Over the past two years, each of our schools have established an identified time for these PLCs to meet and have also established an identified time for targeted intervention.

Targeted intervention time for students occurs weekly at the junior high school sites and daily at the elementary school sites. Again, stakeholders felt strongly that this time is essential to meeting the needs of all learners, especially English learners, foster youth, and low-income students. In conversations with junior high school students, they felt the time was well received and in fact they would like to see it increased. The Teachers on Special Assignment also received accolades from stakeholders on the support they have provided on the implementation of intervention, particularly at the elementary school sites.

In elementary school sites, the implementation of music and physical education instruction by fully credentialed teachers, and visual art instruction by trained hourly certificated teachers allows dedicated time for teachers to meet and collaborate around student learning, and students also receive the benefit of receiving instruction in both music and physical education. Parents, teachers, and students all shared they believe both are important, along with a dedicated time to target instruction to meet the needs of the individual student. Every student receives art, PE and music instruction, including English learners, foster youth, and low-income students.

Each of these initiatives is early in development and will require support and active monitoring to ensure they continue to develop and grow. Additional professional development will be needed for PLCs as well as successful research-based strategies in intervention and closing the achievement gap. School schedules will need to be adjusted to allow for the needs of students each year and coordination of intervention schedules will also be important.

The California Dashboard reported progress in multiple areas for the Orcutt Union School District. English Learner Progress (1-12) continues to be strong, although this year progress toward proficiency was not reported due to changes in the accountability measure (CELDT to ELPAC). Overall in the Orcutt Union School District, students were performing at the following levels: Level 4 (Well Developed) 43%, Level 3 (Moderately Developed) 34.5%, Level 2 (Somewhat Developed) 14.5%, and Level 1 (Beginning Stage) (8%).

In the area of English Language Arts, growth was demonstrated by Students with Disabilities (10.3 point increase), English Learners (6.4 point increase), Hispanic (4.2 point increase), Socioeconomically Disadvantaged (8.5 point increase), Homeless (23.8 point increase), Two or More Races (8.7 point increase), White (5.3 point increase), Filipino (42.6 point increase), African American (24.8 point increase), and Foster Youth (8.2 point increase).

In the area of math, growth was demonstrated by English Learners (5.5 point increase), Homeless (24.3 point increase), Socioeconomically Disadvantaged (7.2 point increase), Students with Disabilities (4.7 point increase), Two or More Races (3.4 point increase), White (3.6 point increase), Filipino (41 point increase), African American (22 point increase), and Foster Youth (36.6 point increase).

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Academic achievement in the areas of English Language Arts and Mathematics continue to be an area of need according to the most recent state assessment data reported on the California Dashboard. In the area of English Language Arts, while only one group fell into the "orange" area, Students with Disabilities, and while this group demonstrated an increase it is absolutely an area to continue to monitor. No student groups fell in the "red" category in English Language Arts. In the area of Mathematics, again only one group fell into the "orange" area, Hispanic, and this group maintained their growth with a 2.1 point increase. No student groups fell into the "red" category for mathematics. A two-color gap (green to orange) exists when comparing Students with Disabilities to "All Students" in the area of English Language Arts.

Targeted professional development is planned for the instruction of students with special needs, English learners, homeless youth, foster youth, and low-income students using research-based strategies. Continued work in the area of literacy in the content areas, center-based education, and incorporation of academic language instruction into all content areas will be scheduled throughout the 2019-20 school year. (Goal 1: Action Steps 1, 3, 4, 5, 6, 8; Goal 2: Action Step 1; Goal 3: Action Steps 1, 2, 3; Goal 4: Action Steps 1, 5, 8)

Another identified area of need according to data reported on the California Dashboard is in the area of student discipline. Suspension rates were "high" (orange) for several groups including African American (maintained -0.1%), Asian (increased 2.1%), and English Learners (increased 1%). No

student groups fell into the "very high" (red) category. Work completed as part of Differentiated Assistance support from the Santa Barbara County Office of Education in the 2017-18 school year will continue to include clarifying school wide behavioral expectations and teaching these expectations to students in conjunction with PBIS implementation. Additionally, staff will continue to collaboratively develop guidelines for interventions prior to use of suspensions/expulsion and these guidelines and strategies, including the use of school psychologists and counseling staff, will be shared with staff through site leadership.

Referring to the California School Dashboard, identify 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 performance gaps?

Performance Gaps

As stated above, a two-color gap (green to orange) exists when comparing Students with Disabilities to "All Students" in the area of English Language Arts. The District continues to move toward implementation of MTSS which will reduce the number of students qualifying for Special Education by providing intervention earlier, thereby reducing the knowledge gap in some students. Restructuring of the special education department has taken place which will provide staff with additional resources and the ability to examine current practices, identify areas for targeted professional development, and establish specific goals within special education.

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.

No schools were identified for CSI.

Support for Identified Schools

Describe how the LEA supported 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.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP – ELA % Students met/ exceeded standard</p> <p>18-19 Increase student performance for all students and each subgroup by 5 points each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard</p>	<p>Data is reported on the California Dashboard in terms of "Distance from Level 3" or minimum proficiency standards. Performance on the CAASPP - ELA for each student group is reported below:</p> <p>All Students - increased 4.6 points, 1.4 points below Level 3 English Learner - increased 6.4 points, 31.3 points below Level 3 Low SES - increased 8.5 points, 26 points below Level 3 Foster Youth - increased 8.2 points, 54.4 points below Level 3 SPED - increased 10.3 points, 70.1 points below Level 3</p>

Expected

Baseline

2016 CAASPP Results

(as related to Level 3)

- 2.3 All Students
- 32 English Learner
- 26.4 Low SES

NA Foster Youth

- 76.1 SPED

Metric/Indicator

CAASPP – Math

% Students met/ exceeded standard

18-19

Increase student performance for all students and each subgroup by 5 points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard

Baseline

2016 CAASPP Results

(as related to Level 3)

- 18.7 All Students
- 44.7 English Learner
- 41.8 Low SES

NA Foster Youth

- 98.8 SPED

Metric/Indicator

Re-designation Rate for English Learners (EL to RFEP)

18-19

2% of English learners will be re-designated each year

Baseline

4.3% of English learners were re-designated during the 2016-17 school year

Actual

Data is reported on the California Dashboard in terms of "Distance from Level 3" or minimum proficiency standards. Performance on the CAASPP - Mathematics for each student group is reported below:

All Students - increased 2.5 points, 18.2 points below Level 3
 English Learner - increased 5.5 points, 47.7 points below Level 3
 Low SES - increased 7.2 points, 43.2 points below Level 3
 Foster Youth - increased 36.6 points, 65.5 points below Level 3
 SPED - increased 4.7 points, 93.7 points below Level 3

14% of English learners were re-designated in the 2018-19 school year, a total of 86 students.

Expected

Metric/Indicator

English Learner Progress

18-19

75% of English Learners will make progress toward English proficiency

Baseline

CA Dashboard

79.5% of English Learners made progress toward English proficiency (High), an increase of 8.4%

Metric/Indicator

English Learner access to Core Instruction and English Language Development (ELD)

18-19

100% of students will receive access to Core instruction and ELD

Baseline

100% of students received access to Core instruction and ELD

Metric/Indicator

% of Highly Qualified Teachers that are Appropriately Assigned

18-19

100% of Orcutt Union School District teachers will be highly qualified and appropriately assigned

Baseline

2016-17 99.9% (208/214) of teachers are highly qualified and appropriately assigned

Metric/Indicator

% of schools meeting all FIT requirements

18-19

100% of Orcutt Union School District schools will meet FIT requirements

Baseline

2016-17 100% of schools met FIT requirements

Metric/Indicator

Actual

English Learner Progress (Change) is not currently reported on the California Dashboard due to the transition from the California English Language Development Test (CELDT) and the English Language Proficiency Assessments for California (ELPAC) assessment. The number of students assessed in the 2017-18 school year was 612. The percent of students per level is as follows:

Level 4 - Well Developed 43%

Level 3 - Moderately Developed 34.5%

Level 2 - Somewhat Developed 14.5%

Level 1 - Beginning Stage 8%

100% of students received access to Core instruction and instruction in English Language Development (ELD)

The percent of teachers that were appropriately assigned is 99.996% (222 total teachers, 8 of whom are not appropriately assigned according to the California Commission on Teacher Credentialing because they are on an emergency credential).

For the 2018-19 school year, all teachers are properly assigned with seven teachers utilizing emergency credentials allowing them to teach in an area of need. Three teachers at the elementary level PE (Ralph Dunlap, Pine Grove and Joe Nightingale) utilizing a Waiver, PIP and STSP; three teachers in special education (Ralph Dunlap and Orcutt JH) utilizing PIP and SELAP and one teacher at the junior high level Social Science (Orcutt JH) utilizing a STSP. We have one teacher providing services on a University Intern Credential (special education at Joe Nightingale).

100% of schools met FIT requirements for the 2018-19 school year with at least an overall "good" rating.

for the 2018-19 school year, 100% of students had access to standards aligned instructional materials.

Expected	Actual
<p>% of students with access to instructional materials</p> <p>18-19 100% of Orcutt Union School District students will have access to standards aligned materials</p> <p>Baseline 2016-17 100% of students had access to OUSD adopted materials that are standards aligned</p>	
<p>Metric/Indicator 100% of students with access to required course of study</p> <p>18-19 100% of Orcutt Union School District students will have access to required course of study</p> <p>Baseline 2016-17 100% of students had access to required course of study</p>	<p>For the 2018-19 school year, 100% of students had access to the required course of study.</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All teachers will be supported in successfully 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 Teachers on Special Assignment (TOSA) focused on building the professional capacity of our teachers and administrators this year, including targeting the specific needs of at-risk students. This year they were again site-based which enabled them to model and support effective instructional strategies, support the implementation of intervention, assist with using data to target instruction, provide professional development, and support Professional Learning Community	<p>budget decreased to align with estimated actuals from 2017-18 Certificated Salary/ Benefits Supplemental \$231,329</p> <p>Certificated Salary/ Benefits Title II \$65,679</p>	<p>Certificated Salary/ Benefits Supplemental \$286,361</p> <p>Certificated Salary/ Benefits Supplemental \$0</p>
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.

meetings. They continued to act as a valued member of the Leadership Team at each of their school sites. The primary focus of the work of the TOSAs was on the implementation of the California content and performance standards.

The TOSAs provided training and assisted in district-wide assessments, including early literacy skills using the DIBELS assessment to all students in grades 1-3 and at-risk students in other grades.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Standards-based materials will be available to all students. History/Social Science Materials will be evaluated and possibly piloted/purchased.	Standards-based materials were available to all students. Social Studies/History materials were piloted for grades K-8 during the school year. A committee consisting of teachers and administration made recommendations to the school board and materials were adopted in May. Delivery of the materials is expected by June 30, 2019 and teachers will be trained in the use of the new materials at the beginning of the 2019-20 school year.	Materials/Supplies Base \$900,000	Materials/Supplies Base \$522,327

Action 3

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
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 learner, 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 utilized to communicate information on student progress with parents and students. (NWEA/DIBELS)	NWEA was administered at least twice to every student in grades 1-8. DIBELS was administered to every student in grades K-3 and identified students in grades 4-8. The data from both assessments was used to place students in targeted instruction and to monitor their progress in order to inform the teacher of each students' instructional progress. Funds expended for this Action for Certificated Salary/Benefits was used to hire additional staff to proctor and administer student assessments. A data management system was identified for implementation in the 2019-20 school year (Educlimber).	Increased to match unaudited actuals for 2017-18 Certificated Salary/ Benefits Supplemental \$50,000 Professional/ Consulting Services Supplemental \$42,000	Certificated Salary/ Benefits Supplemental \$58,000 Professional/ Consulting Services Supplemental \$21,200

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Professional Learning Community (PLC)/Leadership Team Members received a stipend in exchange for attending leadership team meetings (four were held during the 2018-19 school year), facilitating weekly leadership/PLC team meetings, the completion of regular reports to their site administrator, and communicating information shared at leadership team meetings with the appropriate grade level/PLC team. The focus of each of these meetings was on student learning,	Certificated Salary/ Benefits Supplemental \$92,700	Certificated Salary/ Benefits Supplemental \$92,400

meeting the needs of at-risk students.

the selection of essential standards, development of common formative assessments, implementation of Multi-Tiered Systems of Support (MTSS) and the use of data to inform instruction. The 90 minute PLC meetings at elementary school sites were focused on Tier 1 instruction (whole class by the classroom teacher). The 60 minute PLC meetings at elementary were focused on Tier 2 instruction (targeted instruction - intervention/enrichment). PLC meetings at junior high school sites were held before school one day per week (late start for students) and this time was focused on student learning, data and instruction (Tier 1 and Tier 2).

Action 5

Planned Actions/Services

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

Actual Actions/Services

The RTI Task Force has been renamed the MTSS Task Force (Multi-Tiered Systems of Support) and the group is continuing their work beginning with the implementation of reading intervention and supports. All of the district's schools have now participated in training for behavioral support intervention program implementation (PBIS) and the District has received grant funds to continue the work of MTSS, including support for training and coaching as systems continue to be developed.

Budgeted Expenditures

Expenditure funding source changed due to MTSS SUMS Initiative funding Certificated Salary/ Benefits Locally Defined \$4,000

Expenditure funding source changed due to MTSS SUMS Initiative funding Travel/Conference Locally Defined \$1,000

Estimated Actual Expenditures

MTSS Certificated Salary/ Benefits Locally Defined \$1,000

MTSS Travel/Conference Locally Defined \$11,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Identified students will receive targeted support through on-site interventions provided by the classroom teacher and the grade level team (Tier 1 and 2)</p> <p>TOSAs will provide support for identification of and training in effective, research-based interventions for at risk youth (English learners, foster youth, low-income)</p>	<p>Identified students received targeted support through on-site interventions provided by the classroom teacher and the grade level team. (Tier 1 and 2) through the use of certificated hourly teachers to reduce class size, provide additional materials necessary to target intervention, and professional development as determined through the analysis of site, grade level, and individual student data. Each site had a designated intervention time daily when identified students received instruction. Intervention remains an area for continued development to ensure resources are maximized, learning targets are clear, and targeted instruction occurs. Funds for the Action were spent on certificated hourly intervention teachers and on technology for use with intervention programs. Classified staff are also utilized.</p> <p>TOSAs are continuing to identify and provide training in effective, research-based interventions for at-risk youth in both English Language Arts and Math, including interventions utilizing technology.</p>	budget decreased to align with estimated actuals from 2017-18 Certificated Salary/ Benefits Supplemental \$282,500	Certificated Salary/ Benefits Supplemental \$205,000
		Non-Capitalized Equipment Supplemental \$33,500	Non-Capitalized Equipment Supplemental \$0
		Certificated Salary/ Benefits Supplemental \$19,000	Classified Salaries/ Benefits Supplemental \$10,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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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.

Compass Learning Odyssey was utilized at all district schools in multiple ways, including targeted intervention for struggling students. Students participating regularly in the program showed increased achievement in classwork and on the state assessment. Staff worked with the parents of targeted students to share their login and password information, and how to navigate the program at home. The program remains available to students 24 hours a day, 7 days a week year round. Fund for this Action were used to purchase online computer programs for student utilization. Imagine Learning was utilized for identified English learner students that would benefit from the language development program and program usage was monitored by the ELD TOSA.

Professional/ Consulting Services Supplemental \$50,000

Professional/ Consulting Services Supplemental \$40,350

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	English Language Development (ELD) was provided by classroom teachers during a 30 minute block of designated time daily. Integrated ELD was taught daily by regular classroom teachers. Hourly support teachers were available in grades 7-8 for additional support in English language arts and mathematics.	budget decreased to align with estimated actuals from 2017-18; add ELD TOSA (10%) Certificated Salary/ Benefits Supplemental \$54,506 budget increased to align with estimated actuals from 2017-18 Classified Salaries/ Benefits Supplemental \$150,984.67	Certificated Salary/ Benefits Supplemental \$10,700 Classified Salaries/ Benefits Supplemental \$162,000

staff. Monitor student data and instructional practices. Provide an ELD TOSA to coach teachers for integrated ELD and provide resources and support to classroom teachers for Newcomer and LTEL students.

Funds for this Action were spent hiring certificated and classified staff, including hourly certificated teachers, bilingual community liaisons, staff to provide translation services, professional development support, and staff to coordinate services for English learners.

add ELD TOSA (90%)
Certificated Salary/ Benefits Title III \$105,494

Certificated Salary/ Benefits Title III \$118,045

budget decreased to align with estimated actuals from 2017-18
Professional/ Consulting Services Title III \$0

Professional/ Consulting Services Title III \$0

Materials/Supplies Supplemental \$6,000

Action 9

Planned Actions/Services

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.

Actual Actions/Services

Small Group and Individual Tutoring were made available for at-risk foster youth. Support was provided by the regular classroom teacher through additional hours of instruction outside of the regular classroom day whenever possible.

Budgeted Expenditures

increase in funds to expand opportunities available for tutoring and enrichment for foster youth
Certificated Salary/ Benefits Supplemental \$10,000

Estimated Actual Expenditures

Certificated Salary/ Benefits Supplemental \$2,500

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Each of the above Actions/Services were successfully implemented for the 2018-19 school year. District staff continue to work to implement initiatives that were implemented over the past few years including new curriculum adoptions in ELA/ELD and Mathematics, new assessment and accountability measures with the California Dashboard, implementation of a Master Schedule for elementary school sites to allow for expanded Professional Learning Communities (PLC)s and music, art, and PE instruction to occur, and continued targeted instruction for students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The goal to provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement was a priority once again for the 2018-19 school year. The actions and services supported achievement of that goal,

most especially the Teacher on Special Assignment (TOSA) positions, targeted intervention programs, English learner support, and the use of universal screening data to inform and drive instruction. Each of these actions/services are complimentary to the others and were effective as measured by stakeholder input and student achievement data. We saw gains across the board for English language arts and some gains in Mathematics as well as measured by statewide accountability measures (CAASPP). We remain committed to implementing the new curriculum in both content areas and providing high quality professional development. We have been concentrating our efforts with literacy on the early years of schooling which will continue. As we see positive results from targeted literacy instruction, additional professional development will be needed in the intermediate and middle grades to address the needs of students functioning at higher academic levels. There was also a concentrated effort to provide specific support and strategies to English learners classified as newcomers and/or Long Term English Learners.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures for this goal were due to several factors. The TOSA positions were fully funded from Supplemental Funds, Title II funds were not needed to support the positions and the funds were used for other professional development expenditures, including having Jo Boaler present to the entire district on mathematics instruction. The materials adoption for Social Studies/History was less expensive due to the cost of the materials selected by the adoption committee, and declining enrollment resulted in fewer purchases for other adopted instructional materials. A Teacher on Special Assignment was dedicated to supporting the needs of English language learners after a Federal Program Monitoring review occurred in the 2018-19 school year and the reviewer suggested utilizing Title III funds in this way. Intervention funds allocated to school sites appear to be less than in prior years, this could be due to intervention teachers being diverted to cover classrooms as a result of a shortage of substitute teachers. There were increased expenditures for MTSS due to attendance at conferences as we build capacity for meeting the needs of our students academically as well as their social/emotional needs. Staff attended the MTSS statewide conference as well as training Restorative Practices. Attendance at these events and related costs were paid from MTSS grant funds specifically intended for that purpose.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Provide students with an innovative 21st century curriculum that will enable them to compete in a global society

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: OUSD Strategic Plan

Annual Measurable Outcomes

Expected

Metric/Indicator

Completion of technology integration academy (Digital Media, iPad, Chromebook)

18-19

The number of teachers successfully completing training in the use of technology in their classrooms will increase by 30.

Baseline

2014-15 18% of District Teachers (30/164)

2015-16 22% of District Teachers (44/200)

2016-17 20% of District Teachers (43/212)

Metric/Indicator

Student:Computer Ratio

18-19

Actual

The number of teachers that participated in a technology integration academy is as follows:

Digital Media Academy - 7

iPad Academy - 11

Chromebook Academy - 9

The District also offered a STEAM Academy which has 22 teachers currently enrolled.

128 teachers have participated in academies since the 2014-15 school year, two of those teachers are now administrators and six have retired or left the district. The total percent of current teachers that have participated in an academy over the past four years is 48% (120/250)

When asked through the data confirmation process at the beginning of the school year, 95% of students reported having internet and device access in the home.

Expected

The Student-Computer Ratio will be maintained/increased each year toward 1:1.

Baseline

2016-17 1:2 Districtwide
(0.8 to 2:0 by site)

Metric/Indicator

SAMR Rating

18-19

Using the SAMR model during classroom walkthroughs, a decrease of 5% of classrooms not utilizing and/or using the Substitution model will be observed each year.

Evidence of the transformational use of technology in classrooms will increase by 5% each year.

Baseline

2016-17

1.20% Redefinition

19.28% Modification

20.72% Augmentation

21.69% Substitution

27.11% Not using technology

50.91% of classrooms were using technology with a connection to the lesson as measured by classroom walkthrough

Actual

School	# Devices	Enrollment	Student: Compute Ratio
Alice Shaw	731	575	0.8
Joe Nightingale	760	757	1.0
Lakeview JH	777	533	0.7
Olga Reed	253	204	0.8
OJHS	600	566	0.9
Patterson Road	720	642	0.9
Pine Grove	491	526	1.1
Ralph Dunlap	594	576	1.0
District	5734	5165	0.9

Using the SAMR model during classroom walk-throughs, 45.67% of classrooms were observed not utilizing technology an-/or using the Substitution model, as compared to 52.17% as measured in May, 2017, a decrease of 6.5%.

Using the SAMR model during classroom walk-throughs, 19.68% of classrooms were observed using technology at transformational levels (Redefinition and/or Modification) as compared to 20.48% as measured in May, 2017, a decrease of 0.8%.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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)	21st Century Learning Skills were integrated into district, site, and grade level meetings as an integral part of high quality instruction and to increase student engagement (Critical Thinking, Collaboration, Creativity, Communication). The TOSAs modeled strategies such as the use of a slide deck to jigsaw student activities, the uses of Quizizz as an instructional tool, and the use of Google Sheets to share student data and collaborate around teaching and learning in meetings, training, and at school sites wherever possible. Evidence of the modeling and use of 21st Century Skills in classrooms was noted in classroom walk-throughs across the district.	\$0	\$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increased access to technology for English learner, 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.	Every school site had their computer labs open outside of the school day for students needing access. Newcomer English Learner students without access to technology in the home were provided a device along with software for English Language instruction (Rosetta Stone and	Certificated Salary/ Benefits Supplemental \$40,000 Non-Capitalized Equipment Supplemental \$37,890.33	Certificated Salary/ Benefits Supplemental \$40,000 Non-Capitalized Equipment Locally Defined \$37,890

Imagine Learning) and academic instruction (Compass Learning) when appropriate. Students and their families were provided with assistance obtaining internet to support them in learning both English and content knowledge.

Funds for this Action were used to pay teachers outside of their regular day to provide access to the computer labs at school sites.

Non-Capitalized Equipment was purchased using one-time carry-over funds.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Increased access to a 21st Century Curriculum and instructional design was the result of professional development throughout the school year. One of the District's Professional Development Days targeted the intentional integration of technology into instruction with Travis Allen from iSchool Initiative. After Travis held a keynote address with the entire district, teachers participated in workshops and also an Escape the Conference experience where they needed to use the 4 C's as they worked their way as a team through learning experiences they were able to immediately implement in their classrooms. Teachers were exposed to strategies through ongoing professional development, including the use of technology tools in district adopted curriculum, as well as modeling by their administrators and Teachers on Special Assignment. Integration of technology into meetings can be challenging, but the more it occurs the more it will continue to become a part of what we do each day. Modeling different ways of teaching and learning and the opportunities technology provides for students as well as changing the way we do business is essential to growth and truly moving into the 21st Century. One of our district-wide professional development days was also dedicated to teaching mathematics concepts. Jo Boaler spent a day with all of our educators, regardless of the content area they teach, to talk about growth mindset and how math permeates through all subjects taught. Many teachers have continued to not only utilize the strategies she shared, but have continued their own learning through her online courses and use of her website tools.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

School computer labs will continue to be open outside of the school day so students without access in their home will have another means to access the internet and participate in academic online programs. Fewer students are needing the computer lab as more of our families gain access to internet and have devices in the home. According to data collected at the school site, the computer labs continue to be used, but we are seeing less participation. As the district continues to progress toward 1:1, availability of devices and access to the internet will continue to be a focus area to students in identified subgroups to ensure equal access.

The integration of technology will continue to be a priority and professional development will be centered around the use of technology to support global learning and citizenship.

For this goal area, the District came very close to meeting the expected outcomes, and there was demonstration of some growth. While the amount of technology in classrooms is increasing, and the frequency of use by students has also increased as evidenced by walk-throughs during instructional time, the use of technology for automating as opposed to Informing is not showing the level of progress desired.

The introduction into the classroom often does not result in shifts in instructional practices. Professional development and teachers innovating with new ways of teaching and learning is what makes the difference and this philosophy has been the primary driver in the purchase of and integration of technology in classrooms, with priority given to schools serving English Learners, Low-Income students, and Foster Youth. This is about shifting the role of the teacher as well, not just about the integration of technology but also about ensuring the students own the learning process.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Professional development for teachers will continue to be a priority in the area of technology. At this time, the tech Academies (Digital Media, iPad, and Chrome Book) will continue for the 2019-20 school year and teachers will be encouraged to participate. The STEAM Academy in partnership with Discovery Education will continue with teachers moving into their second year of participation.

Bridging the digital divide for students, specifically for identified subgroups will continue to be a priority. Continued professional development, including modeling and coaching, is needed in this area. Providing 21st Century Curriculum and increasing the integration of 21st Century learning skills (including the integration of technology into learning) continues to be a goal. The District is hoping to offer additional technology academies during the 2019-20 school year, and TOSAs will continue to support the integration of technology with the district adopted curriculum and tools for classroom teachers.



Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Create flexible learning environments that will encourage new delivery models and expand students' opportunities for learning

State and/or Local Priorities addressed by this goal:

- 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

Annual Measurable Outcomes

Expected	Actual
<div>Metric/Indicator Teachers will meet weekly in Professional Learning Communities focused the following topics: Essential Standards PLC Teams Use of Data Use of Common Formative Assessments (CFA) Response to Intervention (Rtl)</div> <div>18-19 Self-reported scores will increase in at least 4/5 category each year.</div>	<div>Time was built into the school day for all teachers to meet twice weekly. A 90 minute block was dedicated to Tier 1 instruction (essential learning targets, student achievement data, teacher observations, best practices in instruction, etc.) while students participated in PE, Music, and Art instruction at elementary school sites. A second 60 minute block was dedicated to Tier 2 instruction at elementary school sites, targeted intervention and intervention for low-achieving students. At junior high school sites, weekly PLC meetings were held before school (late start for students) which centered around effective instruction, student data, and results from common formative and benchmark assessments.</div> <div>Scores remained the same or increased in 3/5 areas and decreased in 2/5 areas. As we continue to dive deeper into this work, an increased understanding of the depth and complexity also affects self-reported scores.</div> <div>Overall, teachers reported the following scores for 2018-19:</div>

Expected

Baseline

Self Rating Score as recorded by each grade level team/school site in the spring, 2017:

PLC Self-Rating Score (by grade level/department)	2017 Score (1 to 5)
Essential Standards	3.8
PLC Teams	4.1
Use of data	3.9
Use of CFA	3.8
RTI	3.9

Actual

PLC Self-Rating Score (by grade level/department)	2019 Score (1 to 5)
Essential Standards	3.9
PLC Teams	4.1
Use of data	3.9
Use of CFA	3.6
RTI	3.8

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

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

Actual Actions/Services

Time was built into the school day for all teachers to meet weekly for at least 60 minutes. In addition, elementary school sites had a 90 minute weekly block of time to meet. This time for Professional Learning Communities (PLC)s was spent on discussing essential learning targets, student achievement data, teacher observations, best practices in instruction, and the use of intervention time to target instruction. Monthly reports to site administrators and TOSAs

Budgeted Expenditures

(Banking Minutes)
budget increased to align with estimated actuals from 2017-18 and include statutory benefits
Certificated Salary/ Benefits Supplemental \$605,000

Estimated Actual Expenditures

Certificated Salary/ Benefits Supplemental \$605,000

reported increased teacher effectiveness with the implementation of curriculum, use of student data, and monitoring student progress. Funds for this Action were used to compensate teachers for increasing their work day.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Investigate alternatives for creative learning environments, including furniture, technology, the physical space, and tools to improve student engagement and learning.	Flexible furniture continues to be purchased with one-time or school bond funds as funds become available. Furniture was purchased for all elementary classrooms during the 2018-19 school year. The increased availability of technology and devices along with flexible furniture allowed for creative learning environments and different teaching models which impacts student engagement.	\$0	Bond Funds - Fund 21 4000-4999: Books And Supplies Other \$1,336,740

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Research-based teaching and learning strategies continue to be examined and piloted in classrooms throughout the district. Tina Pelletier met with individual grade levels, departments, and sit leadership teams throughout the year with a focus on literacy and research-based strategies in English Language Arts. On-demand technology based professional development became	Certificated Salary/ Benefits Title II \$5,000	Certificated Salary/ Benefits Title II \$6,050

available with the purchase and implementation of Kyte Learning for Certificated, Classified, and Management staff. This platform provides 30 minute to two hour sessions that can be accessed 24/7 and is updated frequently to keep pace with changes in technology.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

See analysis for Goal #2 for a detailed description on Professional development that was provided to teachers and staff, including integration of technology, and mathematics instruction, along with center based and gamified learning. In addition to the professional development described in Goal #2, Tina Pelletier continued to work with teachers on the implementation of the district's adopted ELA/ELD curriculum.

Flexible furniture was purchased and installed in elementary classrooms during the fall of 2018. Teachers continue to find effective ways to utilize the furniture which provides for a multitude of learning environments.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Time built into the school day for Professional Learning community meetings continues to have a positive impact due to conversations and collaboration around student learning. Requests had been made in prior years for additional time to implement new district-wide initiatives and the result was a second block of time for elementary teachers while students attended music, PE, and art instruction. This additional time has given teachers an opportunity to have deeper conversations about student learning, work collaboratively to improve instruction and implementation of district adopted curriculum, and have continued conversations about student learning. This is an ongoing process, continuing to learn as we improve practice. Teachers will continue to meet weekly to discuss student progress, examine results from formative assessments, and collaborate on successful strategies for teaching/learning. While teachers' self rating of PLC decreased, as they learn more about what the true work of a PLC is, they will continue to re-evaluate their work using the rubric and as such, we expect to see shifts in reported success.

Teachers have shared the use of flexible furniture has improved the learning environment in their classroom as they are able to quickly transition from one activity to the next, and the use of technology/devices has increased student engagement. Technology/devices will continue to be purchased for students as funds become available.

The continued work with Tina Pelletier for our elementary school sites (regular and special education), specifically literacy and reading, has been very well received. Data is currently being analyzed to determine impact, but most of the impact will be seen in future years as K-3 students advance through the grades. We are beginning to look to ways to start to work with intermediate and middle grades teachers so they are ready to receive students learning at higher levels. Kyte Learning was accessed by 70 staff members (administrators, teachers, classified staff) this year and the total number of course completed as of 5/1/19 is 195.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures included the purchase of flexible furniture, a request of our Board of Trustees after the adoption of the LCAP and the expenditures did not use Supplemental funds.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The district is discussing the purchase of flexible furniture at the junior high schools in the future. The lack of use of Kyte learning will likely result in discontinuing that contract, however conversations are taking place about an alternative program that would also employ micro credentials and gamification of adult learning in addition to online curriculum.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: OUSD Strategic Plan

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance Rate 18-19 Increase attendance rate to 96% for "All" students and each subgroup Baseline 2015-16 95.98%	The District-wide attendance rate for the 2017-18 school year was 95.78%, a decrease from 2015-16 of 95.9%.
Metric/Indicator Suspension/Expulsion Rate 18-19 Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup. Baseline 2014-15 2.4% Suspension Rate 5.0% African American 2.5% American Indian/Alaska Native 1.7% Asian 2.2% Hispanic/Latino	The Suspension/Expulsion rate for the 2017-18 school year was 29% for "All" students. No students were expelled. Student group suspension information as reported by the California Dashboard is:

Expected

2.3% White
 3.6% Two or more races
 1.5% English Learners
 3.5% Socioeconomically Disadvantaged
 25.0% Foster Youth
 2.2% Homeless Youth
 N/A Special Education
 2014-15 0.1% Expulsion

Metric/Indicator

Parent Survey

18-19

Increase % of parents reporting communication they received from their child's school was Good/Excellent will increase by 2% each year

Baseline

2017

School Communication Level

40% Excellent

44% Good

14% Fair

3% Poor

Metric/Indicator

Middle School Dropout Rate

18-19

Maintain current middle school dropout rate of 0%

Baseline

Actual

Student Group	Status	Change
All Students	2.9%	-.5%
English Learners	3.8%	+1%
Foster Youth	3.4%	-14.5%
Homeless	3.8%	-12.3%
Socioeconomically Disadvantaged	3.7%	-1%
Students with Disabilities	4.2%	-2.5%
African American	5.3%	-0.1%
Asian	2.1%	+2.1%
Filipino	1.8%	-0.2%
Hispanic	2.9%	-0.7%
Two or More Races	1.9%	0%
White	3.2%	-0.5%

The percent of parents reporting that the level of communication they received from their child's school about school activities in the 2018-19 was:

40.34% Excellent

39.50% Good

14.29% Fair

5.88% Poor.

The most recent data available for middle school drop out rate (2016-17 as reported by the California Department of Education on DataQuest) reported no dropouts in the district for grades 7-8 (0%).

Expected

0

Metric/Indicator

% schools implementing PBIS

18-19

By June 30, 2019 7 school sites will have completed Year 1 of PBIS implementation and 4 schools will have completed Year 2.

Baseline

0

Metric/Indicator

% students scoring in Healthy Fitness Zone (HFZ) on Physical Fitness Test

18-19

By June 30, 2019, the percent of students scoring in the Healthy Fitness Zone (HFZ) will increase by 2% for all areas below 80%

Baseline

2015-16

Grade 5

88.4% Abdominal Strength

89.6% Trunk Extension Strength

76.1% Upper Body Strength

65% Aerobic Capacity

59% Body Composition

43.8% Flexibility

Grade 7

82.9% Abdominal Strength

73.0% Trunk Extension Strength

57.8% Upper Body Strength

67.3% Aerobic Capacity

61.2% Body Composition

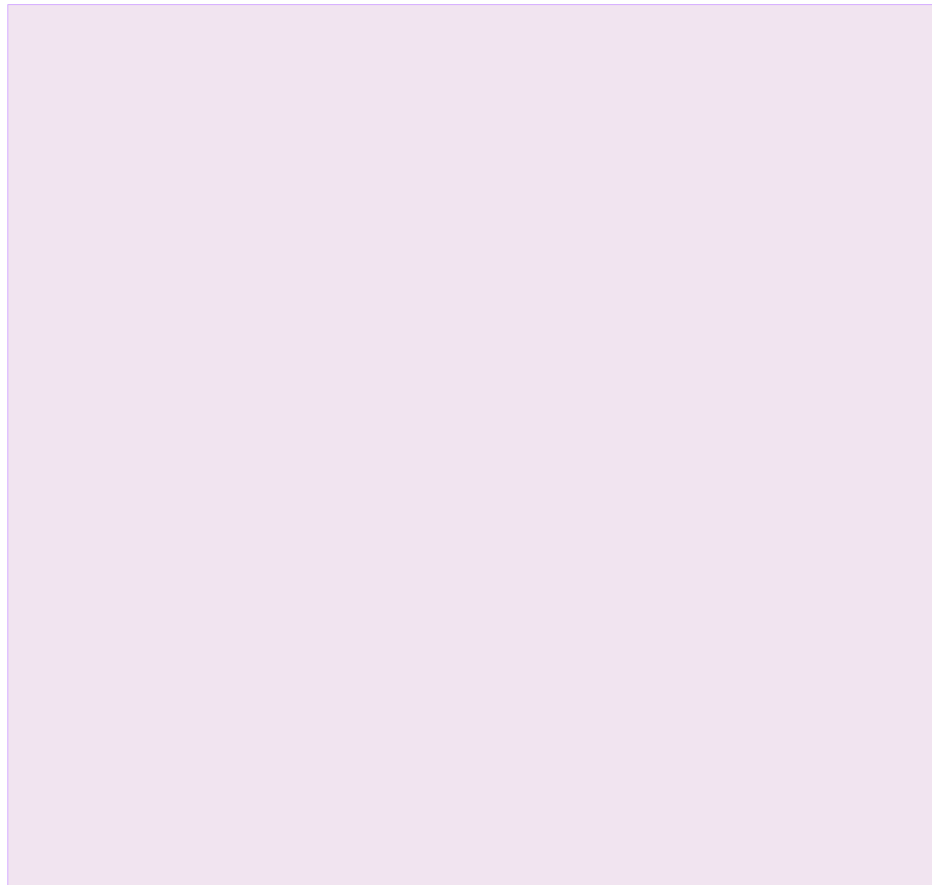
64.7% Flexibility

Actual

PBIS training continued this school year and expanded to the remaining elementary and middle schools in the district. All schools have received at least Tier 1 training, and 4/8 schools have received Tier 2 training. Implementation and training will continue at all levels for PBIS.

This was the fourth year the District employed fully credentialed physical education teachers for the elementary school sites. This year teachers were assigned to a single site (instead of moving between sites) which enabled additional PE time for students. Data is still being collected for the 2018-19 school year. A comparison of data from the 2016-17 and 2017-18 years is available below and baseline data is included to the left.

Expected



Metric/Indicator

Chronic Absenteeism Rate

18-19

Decrease Chronic Absenteeism by 2% for "All" students and each subgroup

Baseline

2016-17

7.68% "All" Students

0.5% English Learner

5.0% Low Income

0.2% Foster Youth

Actual

California Physical Fitness Orcutt Union School			
Grade 5 % students in HFZ			
Physical Fitness Area	2016-17	2017-18	% Change
Aerobic Capacity	53.3	60.6	7.3
Body Composition	62.9	62.9	0
Abdominal Strength	82.1	88.5	6.4
Trunk Extension Strength	89.5	82.1	-7.4
Upper Body Strength	68.2	71.7	3.5
Flexibility	47.0	60.8	13.8

According to the California Dashboard, 8.4% of students were chronically absent in 2017-18, a difference of 0.1% from the prior year.

No student groups were reported in "red". Several student groups were in "orange" including English learners (5.7% chronically absent, and increase of 1.6%), Homeless (20.4% chronically absent, a decline of 11.8%), Socioeconomically Disadvantaged (12.2% chronically absent, an increase of 0.7%), and Two or More Races (9.2% chronically absent, an increase of 2.5%).

There were five student groups reported as "yellow", all of which declined or maintained in their chronically absent status; African American (15.8% chronically absent, -3.1%), Students with Disabilities (13.2% chronically absent, -0.6%), Foster Youth (12% chronically absent, -15%), Hispanic (8.6% chronically absent, -0.1%), and White (8% chronically absent, 0% change).

Expected

Actual

One group was reported in "green", Filipino (3.6% chronically absent, declined 4.3%) and one in "blue", Asian (2.1% chronically absent, declined 1.3%)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide opportunities within the visual and performing arts (VAPA) for all students	The District's partnership with the Orcutt Children's Arts Foundation has resulted in the following services for the 2018-19 school year:	budget decreased to align with estimated actuals from 2017-18 Certificated Salary/ Benefits Supplemental \$216,300	Certificated Salary/ Benefits Supplemental \$217,000
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 learner, foster youth, and low-income students in grades TK-6	<ul style="list-style-type: none"> Teacher Art Grants Program Continued training with elementary Physical Education teachers in dance to integrate elements into their lessons <p>Every student in grades 1-6 received weekly classroom music instruction with a credentialed music teacher. This time was coordinated with visual arts instruction and physical education to allow teachers to meet in Professional Learning Communities to focus on student learning.</p>	Materials/Supplies Supplemental \$5,000	Materials/Supplies Supplemental \$2,600

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue counseling services at all District schools with credentialed counselors hired directly by the District. Priority for services target the needs of English learners, foster youth, and low-income students.</p> <p>As identified through the Differentiated Assistance Process, counseling support will be enlisted for students needing targeted or strategic support.</p>	<p>As of March, 2019 a total of 816 students were seen either individually or in a group setting for counseling this school year. Expansion of the counselors at the junior high schools enabled each junior high site to have their own full time counselor.</p> <p>In addition to providing individual and small group counseling, the team is also able to respond to students in crisis much more quickly to determine their risk. A total of 311 threat assessments have been conducted at OJHS and Lakeview this school year as of March, 2019, 147 of those have been for social-emotional needs and 93 for academic needs.</p>	<p>budget increased to add an additional counselor Certificated Salary/ Benefits Supplemental \$320,000</p>	<p>Certificated Salary/ Benefits Supplemental \$320,662</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Implement PBIS for Cohort 2 (Orcutt Junior High School, Pine Grove School, Ralph Dunlap School, Olga Reed, OAK-8) (Year 1)</p> <p>Support and continue implementation for Cohort 1 (Lakeview Junior High School, Joe Nightingale School, Patterson Road School, Alice Shaw School) (Year 2).</p>	<p>PBIS training for all schools has taken place for Tier 1 and and 4/8 schools have participated in training for Tier 2. This training will be ongoing over the next 2-4 years using a trainer of trainers model. Funds for this Action were used to pay for substitute teachers and attendance at PBIS training as well as the contract with Cal Tac to provide PBIS training.</p>	<p>Professional/ Consulting Services Supplemental \$40,000</p> <p>Certificated Salary/ Benefits Supplemental \$10,000</p> <p>added allocation for signage for PBIS implementation 4000-4999: Books And Supplies Supplemental \$10,000</p>	<p>Professional/ Consulting Services Supplemental \$38,500</p> <p>Certificated Salary/ Benefits Supplemental \$24,000</p> <p>4000-4999: Books And Supplies Supplemental \$7,184</p> <p>Travel/Conference Supplemental \$14,000</p>

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.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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, and Respect.	Truancy prevention support continues to be a successful program according to the attendance data. The program worked with 55 families this year, targeting habitual attendance problems and involving the District Attorney when other measures failed. Services include working with students and families to improve and increase attendance, as well as promoting overall academic success. the family becomes a part of the success plan and the goal of the program is to change habits, not to be punitive to parents and students. Funds for this Action were used to pay the contract for services with Fighting Back Santa Maria Valley for the Check, Connect, Respect program.	budget decreased to align with 2017-18 estimated actuals Professional/ Consulting Services Supplemental \$48,255	Professional/ Consulting Services Supplemental \$50,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Provide additional time for targeted instruction, professional development, professional learning community and time for teacher collaboration to target the specific needs of for English learner, 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.

Provide materials/equipment for physical education to support equal access to PE standards and program.

Targeted instruction occurred at all elementary school sites with the implementation of a schoolwide master schedule. Teachers continue to work in Professional Learning Communities to address student needs as identified through universal screening tools and common formative assessments.

The physical education program at the elementary school sites was expanded to allow each school site to have their own teacher. This enabled each school site to have more flexibility in their site schedule, and for required PE minutes to be met. Students receive two periods of PE instruction during the week, one that is part of a music/art/PE rotation when teachers meet in PLCs and another period when part of the class is attending PE and the other students are taught in small group instruction by classroom teachers.

increase due to additional FTE
Certificated Salary/ Benefits
Supplemental \$435,000

Decreased to match estimated
actuals Classified Salaries/
Benefits Supplemental \$15,000

Materials/Supplies Supplemental
\$5,000

Non-Capitalized Equipment
Supplemental \$10,000

Certificated Salary/ Benefits
Supplemental \$425,284

Classified Salaries/ Benefits
Supplemental \$2,536

Materials/Supplies Supplemental
\$5,000

Non-Capitalized Equipment
Supplemental \$10,000

Action 6

Planned Actions/Services

Increase support services and resources for English Learner, foster youth, and low-income students through a designated coordinator.

Actual Actions/Services

Three assistant principal positions were combined with coordinator of student services duties in the 2017-18 school year and these individuals had designated time away from their sites to coordinate support services for students. These services included coordination of English learner

Budgeted Expenditures

Certificated Salary/ Benefits
Supplemental \$113,200

Estimated Actual Expenditures

Certificated Salary/ Benefits
Supplemental \$116,596

services and support, Parent Education, school attendance support (School Attendance Review Board, Check, Connect, Respect, Safe Schools Plans), student discipline (Positive Behavior Intervention Support, Suspension/Expulsion data and hearings), homeless/foster youth support and services.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement a 21st Century School-Home Communication Platform to facilitate everyday communication, meaningful interaction and encourage participation in decision making with stakeholders.	Parent Square was implemented at the beginning of the 2017-18 school year. Every school site in the district uses this platform as the primary mode to communicate with parents and stakeholders in multiple languages. The ability for two-way communication and message preferences has resulted in increased engagement of families.	budget decreased to align with estimated cost (eliminate ongoing setup fee from year 1) Professional/ Consulting Services Supplemental \$18,500	Professional/ Consulting Services Supplemental \$18,200

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide enrichment opportunities for all students 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	Beginning in the 2018-19 school year, visual arts instruction was implemented in the elementary schools for grade 1-6 students as part of the music and PE rotations. This enabled teachers to meet in Professional Learning communities for 90 minutes during the school day to focus on student learning while students received instruction in physical education and the arts.	Certificated Salary/ Benefits Supplemental \$90,000	Certificated Salary/ Benefits Supplemental \$64,124

additional time for professional development, professional learning communities, and teacher collaboration, especially focused on meeting the needs of English learner, foster youth, and low-income students in grades TK-6

Certificated hourly teachers have been trained and contracted to provide instruction to students. Each student receives 30 minutes of instruction per week.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All elementary school sites successfully implemented a master schedule that allowed for all students to receive thirty minutes of visual art and classroom music instruction and 75 minutes of physical education instruction per week. This schedule also allows for ELD instruction and targeted intervention for identified students, and enrichment for other students. Schools are still working out scheduling issues but are finding success with this approach as it allows for protection of key blocks of time for instruction and the ability to coordinate pull out services school-wide. The Teachers on Special Assignment (TOSAs) worked closely with the school principals to assist with the development of the schedule and with teachers on effective research-based practices for targeting instruction. This was the third year of having counselors that are employees of the district and the district was fully staffed for the first time. The implementation of PBIS continued with Year 1 training in place at all school sites, and Year 2 training in place at four school sites. Parent Square continues to be well received as a tool to communicate with parents and stakeholders. Services for English learners, foster youth, homeless youth and socio-economically disadvantaged students were coordinated by student services coordinators with specific, specialized duties.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Truancy prevention continues to be an area of need. The California Dashboard added Chronic Absenteeism in the Fall of 2018. The Orcutt Union School District had no groups fall into the "red" category, however four student groups have been labeled as "orange" including English Learners, Homeless, Socioeconomically Disadvantaged, and Two or More Races. The "All" student category was reported as "yellow" so no identifiable equity gap exists between student groups. With the exception of English Learners, the percent of students chronically absent for the remaining groups is higher than the state average.

An analysis of NWEA and DIBELS data shows growth in reading and students are making steady progress, especially those at the lowest reading levels. More students are exiting their current grade level on target which will necessitate further training for teachers set to receive these students. Targeted intervention using research-based strategies along with standards aligned English language arts materials is resulting in student achievement growth across all subgroups as shown by state assessment results.

Communication with parents and stakeholders has become much more frequent and easier to access with the implementation of Parent Square. Parents can select how they would like to receive information, and in what language. The implementation of PBIS is continuing at school sites.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Costs were higher than anticipated for the PBIS program in the area of substitutes and materials/supplies due to additional training and the opportunity to attend PBIS conferences. Signage was purchased for several sites which also increased overall expenditures. The cost for visual arts instruction was lower than initially anticipated due to uncertainty of the actual cost at the time of budgeting. This is the first year for this initiative, and the budget was established at a conservative level to ensure enough resources were available for the full year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

An analysis of the data and conversations with staff indicate a continued need for targeted strategies to increase attendance rates for all student groups. The Check Connect Respect program will continue to be analyzed for effectiveness. Student suspension/expulsion rates are expected to rise in the 2018-19 school year as the result of students vaping on campus with tobacco and controlled substances. Additional parent and student education measure have been put into place to educate on the dangers of vaping. Certificated Salaries/Benefits and Materials/Supplies budgets for 2019-20 will be increased for the PBIS program to ensure resources are in place to continue implementation of the program.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The LCAP and Annual Update Stakeholder Engagement process began with an examination of the Orcutt Union School District's Strategic Plan with multiple stakeholder groups. Stakeholders were invited to provide feedback on the plan goals, actions steps, and individual targets for each of the goal areas. Strengths and areas for future growth were identified through this process, and the targets will be revised and updated to reflect the feedback.

Two stakeholder surveys were conducted in the Spring of 2019. The first surveyed stakeholders on each of the eight state priorities and the importance of each as viewed through their perspective. In the second survey, parents/guardians were asked to share their level of engagement in their child's school.

The engagement of students in the development of the LCAP was a priority. Students in multiple classes at the junior high level met with the Assistant Superintendent for Educational Services and/or the Director of Curriculum in March 2019 and were asked to share their perspective through a discussion which included the following questions:

What do you feel is going well at your school? What is working? What do you appreciate about your school?

What do you feel is "meh" at your school? What are you glad is here, but could be improved upon?

What do you feel your school needs to be even better? How can we improve your school experience?

A thorough review of data from the 2017-18 and 2018-19 school year to date was reviewed and analyzed prior to the Leadership Team meetings in March and April, 2019 where the data was shared along with the needs assessment and recommendations were made. The analysis included reviewing the prior year's actions and effectiveness in evaluating the current need in each of the 8 priority areas identified by the California Department of Education.

Stakeholder groups were asked to participate in an activity designed to gather their reflections and ideas around the LCAP which included a survey. An overview of the LCAP and each Strategic Plan/LCAP goal and action step was provided using an info-graphic, after which each participant was asked to complete a survey which asked the following questions about each of the four goals:

Rate the progress on each goal (excellent, good, fair, poor)

What do you feel is going well for Goal #X?

What would you like to see increased/improved for Goal #X?

11/14/2018	Met with Parent/Superintendent group to review California Dashboard and Accountability Data
02/05/2019	Strategic Plan/LCAP Development Task Force Meeting
02/20/2019	Met with Parent/Superintendent group, reviewed LCFF/LCAP Infographic and conducted LCAP Stakeholder Input Activity
02/27/2019	Presented information on LCFF Accountability and the CA Dashboard to the Board of Trustees
03/05/2019	Strategic Plan/LCAP Development Task Force Meeting
03/06/2019	Met with students at Orcutt Junior High School, conducted student LCAP Stakeholder Input Activity
03/06/2019	Met with students at Lakeview Junior High School, conducted student LCAP Stakeholder Input Activity
03-04/2019	Met with School Leadership Teams to review and update Needs Assessment
03/12/2019	State of the District Breakfast, conducted Strategic Plan Input Session
03/21/2019	Met with the Orcutt Union School District's English Advisory Council (DELAC), conducted LCAP Stakeholder Input Activity
03/22/2019	Met with students at Olga Reed School, conducted student LCAP Stakeholder Input Activity
04/16/2019	Met with District Management Team (Certificated and Classified), reviewed LCFF/LCAP Infographic and conducted LCAP Stakeholder Input Activity
04/30/2019	Met with Orcutt Educators Association Rep Council, reviewed LCFF/LCAP Infographic and conducted LCAP Stakeholder Input Activity
05/16/2019	Met with CSEA, reviewed LCFF/LCAP Infographic and conducted LCAP Stakeholder Input Activity
6/05/2019	OUSD School Board Meeting – LCAP Public Hearing
6/12/2019	OUSD School Board Meeting – LCAP Action Item for approval

In addition to the above meetings, consultation with the Special Education Local Plan Area (SELPA) regarding services provided to identified students with disabilities occurred over the course of several meetings including the SELPA Board meeting, a meeting with County Superintendents that took place with our Superintendent, and in consultation with the District's Executive Director of Special Education in conjunction with the district's PIR report.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The Strategic Planning process generated some very good information and data on our progress on the eight state priorities. The information gathered was incorporated into the Needs Assessment and was used in the identification of additional needs/areas of concern. It was also used to develop new actions within the Strategic Plan as well as the LCAP including:

- Continue MTSS Task Force with a focus on Tier II and III academic and behavioral supports; develop a district-wide MTSS plan
- Continue support of targeted intervention at the school sites
- Continue training for administrators and site leadership teams in effective PLCs
- Continued training for administrators and leadership teams in the use of data to drive decision, identify students in need of targeted interventions and monitor student progress
- Continue counseling support at all schools
- Increase/improve meaningful stakeholder engagement opportunities, especially parent education
- Increase/improve coordinated support for students
- Explore additional opportunities for delivery of professional development and growth of employees
- Implement Students Leading Education Program (SLED) in middle schools to engage and empower low-income, English learners, Foster and Homeless Youth in their education

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities: OUSD Strategic Plan

Identified Need:

Students need to be equipped with literacy and math skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include ELA and Math instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP – ELA % Students met/ exceeded standard	2016 CAASPP Results (as related to Level 3) <ul style="list-style-type: none">2.3 All Students32 English Learner	Increase student performance for all students and each subgroup by 5% each year in the area of ELA as measured by the CAASPP and reported	Increase student performance for all students and each subgroup by 5 points each year in the area of ELA as measured by the CAASPP and reported	Increase student performance for all students and each subgroup by 5 points each year in the area of ELA as measured by the CAASPP and reported

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> • 26.4 Low SES NA Foster Youth <ul style="list-style-type: none"> • 76.1 SPED 	on the California Dashboard	on the California Dashboard	on the California Dashboard
CAASPP – Math % Students met/ exceeded standard	2016 CAASPP Results (as related to Level 3) <ul style="list-style-type: none"> • 18.7 All Students • 44.7 English Learner • 41.8 Low SES NA Foster Youth <ul style="list-style-type: none"> • 98.8 SPED 	Increase student performance for all students and each subgroup by 5% each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard	Increase student performance for all students and each subgroup by 5 points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard	Increase student performance for all students and each subgroup by 5 points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard
Re-designation Rate for English Learners (EL to RFEP)	4.3% of English learners were re-designated during the 2016-17 school year	2% of English learners will be re-designated each year	2% of English learners will be re-designated each year	2% of English learners will be re-designated each year
English Learner Progress	CA Dashboard 79.5% of English Learners made progress toward English proficiency (High), an increase of 8.4%	75% of English Learners will make progress toward English proficiency as reported on the CA Dashboard	75% of English Learners will make progress toward English proficiency	75% of English Learners will make progress toward English proficiency
English Learner access to Core Instruction and English Language Development (ELD)	100% of students received access to Core instruction and ELD	100% of students will receive access to Core instruction and ELD	100% of students will receive access to Core instruction and ELD	100% of students will receive access to Core instruction and ELD

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of Highly Qualified Teachers that are Appropriately Assigned	2016-17 99.9% (208/214) of teachers are highly qualified and appropriately assigned	100% of Orcutt Union School District teachers will be highly qualified and appropriately assigned	100% of Orcutt Union School District teachers will be highly qualified and appropriately assigned	100% of Orcutt Union School District teachers will be highly qualified and appropriately assigned
% of schools meeting all FIT requirements	2016-17 100% of schools met FIT requirements	100% of Orcutt Union School District schools will meet FIT requirements	100% of Orcutt Union School District schools will meet FIT requirements	100% of Orcutt Union School District schools will meet FIT requirements
% of students with access to instructional materials	2016-17 100% of students had access to OUSD adopted materials that are standards aligned	100% of Orcutt Union School District students will have access to standards aligned materials	100% of Orcutt Union School District students will have access to standards aligned materials	100% of Orcutt Union School District students will have access to standards aligned materials
100% of students with access to required course of study	2016-17 100% of students had access to required course of study	100% of Orcutt Union School District students will have access to required course of study	100% of Orcutt Union School District students will have access to required course of study	100% of Orcutt Union School District students will have access to required course of study

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

All teachers will be supported in teaching the new California State 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.

2018-19 Actions/Services

All teachers will be supported in successfully 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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$270,000	\$231,329	\$306,623
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits budget decreased to align with estimated actuals from 2017-18	Certificated Salary/ Benefits budget increased to align with estimated actuals from 2018-19 and realignment of services for 2019-20
Amount	\$65,058	\$65,679	\$0
Source	Title II	Title II	Title II
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits	Certificated Salary/ Benefits budget decreased to align with realignment of services for 2019-20
Amount			\$265,261
Source			Title I
Budget Reference			Certificated Salary/ Benefits budget included in LCAP for transparency purposes and to reflect realignment of services for 2019-20

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Standards-based materials will be available to all students.

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$900,000	\$1,000,000
Source	Base	Base	Base
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Universal screening, formative assessments and response to intervention (RTI) 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 learner, 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 utilized to communicate information on student progress with parents and students. (NWEA/DIBELS)

2018-19 Actions/Services

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 learner, 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 utilized to communicate information on student progress with parents and students. (NWEA/DIBELS)

2019-20 Actions/Services

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 utilized to communicate information on student progress with parents and students. (NWEA/DIBELS)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$50,000	\$60,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits Increased to match unaudited actuals for 2017-18	Certificated Salary/ Benefits Increased to match unaudited actuals for 2018-19

Amount	\$42,000	\$42,000	\$57,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Professional/ Consulting Services	Professional/ Consulting Services	Professional/ Consulting Services Decreased to match estimated expenses for 2018-19

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Professional Learning Community (PLC)/Leadership Team Members will receive a stipend in exchange for attending leadership team meetings,

2018-19 Actions/Services

Professional Learning Community (PLC)/Leadership Team Members will receive a stipend in exchange for attending leadership team meetings,

2019-20 Actions/Services

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.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,000	\$92,700	\$95,481
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits	Certificated Salary/ Benefits

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

The RTI 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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$4,000
Source	Supplemental	Locally Defined	Other
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits Expenditure funding source changed due to MTSS SUMS Initiative funding	Certificated Salary/ Benefits Expenditure funding source changed due to MTSS SUMS Initiative funding. Res. 9550
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental	Locally Defined	Base
Budget Reference	Travel/Conference	Travel/Conference Expenditure funding source changed due to MTSS SUMS Initiative funding	Travel/Conference Expenditure funding source changed due to MTSS SUMS Initiative funding Res. 9550

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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)

2018-19 Actions/Services

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)

2019-20 Actions/Services

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)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$301,500	\$282,500	\$316,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits budget decreased to align with estimated actuals from 2017-18	Certificated Salary/ Benefits
Amount	\$33,500	\$33,500	\$0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Non-Capitalized Equipment	Non-Capitalized Equipment	Non-Capitalized Equipment Moved to Certificated Salary/Benefits
Amount		\$19,000	\$10,000
Source		Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits	Certificated Salary/ Benefits Decreased to match unaudited actuals for 2018-19

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$50,000	\$50,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Professional/ Consulting Services	Professional/ Consulting Services	Professional/ Consulting Services

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Continue Systematic ELD Instruction (K-6), English 3-D (7-8), and in class support (Math 7-8) for English Learners. Provide translation support and access to community/school/district resources through bilingual community liaisons and bilingual staff. Monitor student data and instructional practices.

2018-19 Actions/Services

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 an ELD TOSA to coach teachers for integrated ELD and provide resources and support to classroom teachers for Newcomer and LTEL students.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$219,238	\$54,506	\$0
Source	Base	Supplemental	Supplemental
Budget Reference	0000: Unrestricted	Certificated Salary/ Benefits budget decreased to align with estimated actuals from 2017-18; add ELD TOSA (10%)	Certificated Salary/ Benefits ELD TOSA partially funded through Title III; remainder of salary included under TOSA above
Amount	\$120,762	\$150,984.67	\$175,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Classified Salaries/ Benefits	Classified Salaries/ Benefits budget increased to align with estimated actuals from 2017-18	Classified Salaries/ Benefits budget increased to align with estimated actuals from 2018-19
Amount	\$10,000	\$105.494	\$118,968
Source	Title III	Title III	Title III
Budget Reference	Materials/Supplies	Certificated Salary/ Benefits add ELD TOSA (90%)	Certificated Salary/ Benefits add ELD TOSAs (90%)
Amount	\$10,000	\$0	\$0
Source	Title III	Title III	Title III
Budget Reference	Professional/ Consulting Services	Professional/ Consulting Services budget decreased to align with estimated actuals from 2017-18	Professional/ Consulting Services budget decreased to align with estimated actuals from 2017-18

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Small Group and Individual Tutoring will be made available for at-risk foster youth

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$10,000	\$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits Increase in funds to expand opportunities available for tutoring and enrichment for foster youth	Certificated Salary/ Benefits Increase in funds to expand opportunities available for tutoring and enrichment for foster youth

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Provide students with an innovative 21st century curriculum that will enable them to compete in a global society

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: OUSD Strategic Plan

Identified Need:

Students need to be literate citizens of the 21st century, using technology as a tool to learn, write, and communicate.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Completion of technology integration academy (Digital Media, iPad, Chromebook)	2014-15 18% of District Teachers (30/164) 2015-16 22% of District Teachers (44/200) 2016-17 20% of District Teachers (43/212)	The number of teachers successfully completing training in the use of technology in their classrooms will increase by 30.	The number of teachers successfully completing training in the use of technology in their classrooms will increase by 30.	The number of teachers successfully completing training in the use of technology in their classrooms will increase by 30.
Student:Computer Ratio	2016-17 1:2 Districtwide (0.8 to 2:0 by site)	The Student-Computer Ratio will be	The Student-Computer Ratio will be	The Student-Computer Ratio will be

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		maintained/increased each year toward 1:1.	maintained/increased each year toward 1:1.	maintained/increased each year toward 1:1.
SAMR Rating	2016-17 1.20% Redefinition 19.28% Modification 20.72% Augmentation 21.69% Substitution 27.11% Not using technology 50.91% of classrooms were using technology with a connection to the lesson as measured by classroom walkthrough	Using the SAMR model during classroom walkthroughs, a decrease of 5% of classrooms not utilizing and/or using the Substitution model will be observed each year. Evidence of the transformational use of technology in classrooms will increase by 5% each year.	Using the SAMR model during classroom walkthroughs, a decrease of 5% of classrooms not utilizing and/or using the Substitution model will be observed each year. Evidence of the transformational use of technology in classrooms will increase by 5% each year.	Using the SAMR model during classroom walkthroughs, a decrease of 5% of classrooms not utilizing and/or using the Substitution model will be observed each year. Evidence of the transformational use of technology in classrooms will increase by 5% each year.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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)

2018-19 Actions/Services

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)

2019-20 Actions/Services

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)

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

\$0

\$0

\$0

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Limited to Unduplicated Student Group(s)
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged
for 2018-19

Modified Action

Select from New, Modified, or Unchanged
for 2019-20

Modified Action

2017-18 Actions/Services

Increased access to technology for English learner, foster youth, and low-income students in the classroom, before and after school, and in the home through open facilities and devices available for student use outside of the school day.

2018-19 Actions/Services

Increased access to technology for English learner, 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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$40,000	\$35,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits	Certificated Salary/ Benefits
Amount	\$15,132	\$37,890	\$11,208.62
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Non-Capitalized Equipment	Non-Capitalized Equipment	Non-Capitalized Equipment

Amount			\$4,500
Source			Supplemental
Budget Reference			Classified Salaries/ Benefits Classified staff support may be utilized at Olga Reed School as part of the ASES program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Create flexible learning environments that will encourage new delivery models and expand students' opportunities for learning

State and/or Local Priorities addressed by this goal:

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

Identified Need:

As student learning continues to evolve, the need for additional curriculum delivery models, creative instruction, and collaboration among teachers and principals increases. Our students need great teachers who are caring, committed, collaborative, exemplary, and credentialed who use diverse teaching strategies. Never before have we asked so much of our teachers and it is close to impossible to expect that they will perform at their best without the opportunity to collaborate with their colleagues. Our students are preparing for jobs that don't yet exist and as such, the learning environments we provide them must be flexible, evolving, and encourage innovation.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers will meet weekly in Professional Learning Communities focused the following topics: Essential Standards PLC Teams	Self Rating Score as recorded by each grade level team/school site in the spring, 2017:	Self-reported scores will increase in at least 4/5 category each year.	Self-reported scores will increase in at least 4/5 category each year.	Self-reported scores will increase in at least 4/5 category each year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Use of Data Use of Common Formative Assessments (CFA) Response to Intervention (Rtl)	Essential Standards	3.8		
	PLC Teams	4.1		
	Use of Data	3.9		
	Use of CFA	3.8		
	Rtl	3.9		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide opportunities for restructuring instructional time during the day including weekly Professional Learning Community meeting time with coordinated support.	Provide opportunities for restructuring instructional time during the day including weekly Professional Learning Community meeting time with coordinated support.	Provide opportunities for restructuring instructional time during the day including weekly Professional Learning Community meeting time with coordinated support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$510,000	\$605,000	\$623,150
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits (Banking Minutes)	Certificated Salary/ Benefits (Banking Minutes) budget increased to align with estimated actuals from 2017-18 and include statutory benefits	Certificated Salary/ Benefits (Banking Minutes) budget increased to align with estimated actuals from 2017-18 and include statutory benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year 2017-18

Amount

\$0

2018-19

\$0

2019-20

\$0

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,092	\$5,000	\$5,000
Source	Title II	Title II	Title II
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits	Certificated Salary/ Benefits
Amount	\$37,908		
Source	Base		
Budget Reference	Professional/ Consulting Services		

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
Local Priorities: OUSD Strategic Plan

Identified Need:

There is a continued need for counseling and a significant need for mental health counseling services (individual and group) at each of our school sites.

Student behavior expectations are inconsistent between school sites and within school sites.

The district-wide suspension rate for the 2017-18 school year was 2.9% which was a decrease of 5% over the prior school year.

A survey of parents/guardians in the Orcutt Union School District was conducted in the Spring of 2019. Parents were asked to share about their involvement in their child's school/district. Of the parents responding to the survey, 94.64% reported they attended at least one parent-teacher conference, 54.46% had attended at least one PTA/PTSA event, and 31.25% had attended a school or district parent education night. When asked if they were a classroom or school volunteer, 43% of respondents reported they were and 46% reported volunteering to chaperone a field trip, dance, or other activity.

The survey also asked parents to share their opinion on the effectiveness of communication received from their child's school. Of the parents completing the survey, 42% reported the communication about school activities/events in the current year was excellent, 46% reported the communication was good, 12% felt it was fair and 0% felt it was poor.

This was the fourth year the District employed fully credentialed physical education teachers for the elementary school sites. A comparison of data revealed strengths in the areas of Upper Body Strength and Abdominal Strength/Trunk Extension strength in Grade 5, however there was a decrease in students scoring in the Healthy Fitness Zone (HFZ) in Grade 7. Body Composition continues to be an area for focus in all grades, however it should be noted there was a slight increase in the percent of students in the HFZ for Grade 7 as compared to the prior year.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	2015-16 95.98%	Increase attendance rate to 96% for “All” students and each subgroup	Increase attendance rate to 96% for “All” students and each subgroup	Increase attendance rate to 96% for “All” students and each subgroup
Suspension/Expulsion Rate	2014-15 2.4% Suspension Rate 5.0% African American 2.5% American Indian/Alaska Native 1.7% Asian 2.2% Hispanic/Latino 2.3% White 3.6% Two or more races 1.5% English Learners 3.5% Socioeconomically Disadvantaged 25.0% Foster Youth 2.2% Homeless Youth N/A Special Education 2014-15 0.1% Expulsion	Maintain/decrease current suspension/expulsion rates for “All” students and for each subgroup.	Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.	Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Survey	2017 School Communication Level 40% Excellent 44% Good 14% Fair 3% Poor	Increase % of parents reporting communication they received from their child's school was Good/Excellent will increase by 2% each year	Increase % of parents reporting communication they received from their child's school was Good/Excellent will increase by 2% each year	Increase % of parents reporting communication they received from their child's school was Good/Excellent will increase by 2% each year
Middle School Dropout Rate	0	Maintain current middle school dropout rate of 0%	Maintain current middle school dropout rate of 0%	Maintain current middle school dropout rate of 0%
% schools implementing PBIS	0	By June 30, 2018 4 school sites will have completed Year 1 of PBIS implementation.	By June 30, 2019 7 school sites will have completed Year 1 of PBIS implementation and 4 schools will have completed Year 2.	By June 30, 2020 all school sites will have completed Year 1 of PBIS implementation, 7 schools will have completed Year 2, and 4 schools will have completed Year 3.
% students scoring in Healthy Fitness Zone (HFZ) on Physical Fitness Test	2015-16 Grade 5 88.4% Abdominal Strength 89.6% Trunk Extension Strength 76.1% Upper Body Strength 65% Aerobic Capacity 59% Body Composition 43.8% Flexibility Grade 7 82.9% Abdominal Strength 73.0% Trunk Extension Strength	By June 30, 2018, the percent of students scoring in the Healthy Fitness Zone (HFZ) will increase by 2% for all areas below 80%	By June 30, 2019, the percent of students scoring in the Healthy Fitness Zone (HFZ) will increase by 2% for all areas below 80%	By June 30, 2020, the percent of students scoring in the Healthy Fitness Zone (HFZ) will increase by 2% for all areas below 80%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	57.8% Upper Body Strength 67.3% Aerobic Capacity 61.2% Body Composition 64.7% Flexibility			
Chronic Absenteeism Rate	2016-17 7.68% "All" Students 0.5% English Learner 5.0% Low Income 0.2% Foster Youth	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: K-6

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

Specific Schools: Joe Nightingale Elementary, Patterson Road Elementary, Pine Grove Elementary, Ralph Dunlap Elementary, Alice Shaw Elementary, Olga Reed School
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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

Implement weekly classroom music instruction for students in grades 1-6 to provide additional time for targeted instruction, especially for English learner, foster youth, and low-income students in grades 1-6

2018-19 Actions/Services

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 learner, foster youth, and low-income students in grades TK-6

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$210,000	\$216,300	\$223,510
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits budget decreased to align with estimated actuals from 2017-18	Certificated Salary/ Benefits budget decreased to align with estimated actuals from 2017-18

Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$250,000	\$320,000	\$330,282
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits budget increased to add an additional counselor	Certificated Salary/ Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement Positive Behavior Intervention Support (PBIS) at elementary schools (Year 1).	<p>Implement PBIS for Cohort 2 (Orcutt Junior High School, Pine Grove School, Ralph Dunlap School, Olga Reed, OAK-8) (Year 1)</p> <p>Support and continue implementation for Cohort 1 (Lakeview Junior High School, Joe Nightingale School, Patterson Road School, Alice Shaw School) (Year 2).</p> <p>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.</p>	<p>Implement PBIS for Cohort 3 (Orcutt Academy High School) (Year 1)</p> <p>Implement PBIS for Cohort 2 (Orcutt Junior High School, Pine Grove School, Ralph Dunlap School) (Year 2)</p> <p>Support and continue implementation for Cohort 1 (Lakeview Junior High School, Joe Nightingale School, Patterson Road School, Alice Shaw School) (Year 3)</p> <p>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</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$40,000	\$40,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Professional/ Consulting Services	Professional/ Consulting Services	Professional/ Consulting Services
Amount	\$10,000	\$10,000	\$25,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits	Certificated Salary/ Benefits Budget increased to match 2018-19 estimated actuals

Amount		\$10,000	\$2,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies added allocation for signage for PBIS implementation	4000-4999: Books And Supplies Budget decreased as signage has been purchased
Amount			\$12,000
Source			Supplemental
Budget Reference			Travel/Conference Budget increased to match need for staff to attend required and recommended training

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

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, and Respect.

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, and Respect.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,000	\$48,255	\$55,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Professional/ Consulting Services	Professional/ Consulting Services budget decreased to align with 2017-18 estimated actuals	Professional/ Consulting Services Increased to reflect cost increase in contracted services

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: K-6

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide additional time for targeted instruction, especially for English learner, foster youth, and low-income students, through the implementation of bi-weekly physical education instruction with credentialed physical education teachers in grades 1-6.

Provide materials/equipment for physical education to support equal access to PE standards and program.

2018-19 Actions/Services

Provide additional time for targeted instruction, professional development, professional learning community and time for teacher collaboration to target the specific needs of for English learner, 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.

Provide materials/equipment for physical education to support equal access to PE standards and program.

2019-20 Actions/Services

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.

Provide materials/equipment for physical education to support equal access to PE standards and program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$215,000	\$435,000	\$438,043
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits increase due to additional FTE	Certificated Salary/ Benefits
Amount	\$50,000	\$15,000	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Classified Salaries/ Benefits	Classified Salaries/ Benefits Decreased to match estimated actuals	Classified Salaries/ Benefits Decreased to match unaudited actuals for 2018-19

Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Non-Capitalized Equipment	Non-Capitalized Equipment	Non-Capitalized Equipment

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Increase support services and resources for English Learner, foster youth, and low-income students through a designated coordinator.

Increase support services and resources for English Learner, foster youth, and low-income students through a designated coordinator.

Increase support services and resources for English Learners, foster youth, and low-income students through a designated coordinator

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$110,000	\$113,200	\$116,596
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits	Certificated Salary/ Benefits

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Implement a 21st Century School-Home Communication Platform to facilitate everyday communication, meaningful interaction and encourage participation in decision making with stakeholders.

2018-19 Actions/Services

Implement a 21st Century School-Home Communication Platform to facilitate everyday communication, meaningful interaction and encourage participation in decision making with stakeholders.

2019-20 Actions/Services

Implement a 21st Century School-Home Communication Platform to facilitate everyday communication, meaningful interaction and encourage participation in decision making with stakeholders

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$18,500	\$18,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Professional/ Consulting Services	Professional/ Consulting Services budget decreased to align with estimated cost (eliminate ongoing setup fee from year 1)	Professional/ Consulting Services budget decreased to align with estimated cost (eliminate ongoing setup fee from year 1)

Action 8

All
[Add Students to be Served selection here]

Specific Grade Spans: 1-6
[Add Location(s) selection here]

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

Specific Schools: Joe Nightingale Elementary, Patterson Road Elementary, Pine Grove Elementary, Ralph Dunlap Elementary, Alice Shaw Elementary, Olga Reed School
[Add Location(s) selection here]

Actions/Services

	New Action	Unchanged Action
	Provide enrichment opportunities for all students	Provide enrichment opportunities for all students

	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 learner, foster youth, and low-income students in grades TK-6	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
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Budgeted Expenditures

Amount		\$90,000	\$90,000
Source		Supplemental	Supplemental
Budget Reference		Certificated Salary/ Benefits	Certificated Salary/ Benefits Decreased to match unaudited actuals for 2018-19

Action 9

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income		Specific Schools: Olga Reed School, Lakeview Junior High School, Orcutt Junior High School
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Actions/Services

		New Action
		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.

Budgeted Expenditures

Amount			\$10,000
Source			Supplemental
Budget Reference			Certificated Salary/ Benefits
Amount			\$65,000
Source			Supplemental
Budget Reference			Professional/ Consulting Services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$3,205,393

Percentage to Increase or Improve Services

9.38%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2019-20

Orcutt Union School District will receive \$3,205,393 in Supplemental Local Control Funding Formula Funds for the 2019-20 school year. The allocation will increase to approximately \$3,227,028 in 2020-21 and will decrease slightly to \$3,226,240 in 2021-22. These funds are calculated based on the unduplicated pupil count.

OUSD 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 (\$306,623), including English language development. Additional support for English learners will include bilingual community liaisons/support staff (\$175,000). Other programs and supports include technology specifically targeting access to computers and the internet (\$51,209 access to devices and/or internet outside of the school day), counseling/mental health support for students (\$329,600), data collection for targeted instruction and progress monitoring (\$117,000), intervention programs (\$326,000), foster youth individual/small group tutoring (\$10,000), positive attendance support (\$55,000), and positive behavior intervention support (\$79,000). OUSD 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 district-wide. As part of this, the Teachers on Special Assignment (TOSAs) will work closely with the 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 Socio-Economically Disadvantaged. Services will be coordinated and student progress monitored by the Student Services Coordinators (\$116,596).

The district will offer additional instruction with specialists in the areas of music, physical education, and art/makerspace (reported below) which will enable teachers to flexibly group their students and reduce class size thereby allowing for small group and individual instruction for at-risk students along with focused collaboration time through Professional Learning Communities across the grade level once a week to plan intervention groups, English Language Development instruction, focus folders, discuss student data, group students, and discuss PDSAs based on student learning data (\$731,300).

The district will also offer services and programs that are aligned with LCAP goals and the OUSD Strategic Plan to serve all students such as 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 (\$718,631).

A number of our actions serve specific student populations, but are implemented districtwide or schoolwide. A large body of research exists that stipulates programs are more effective when delivered in a systematic process. The justification for school-wide 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. Additionally, all of our schools currently have students from each of the designated student groups (English learners, Socio-economically disadvantaged, foster/homeless youth, and re-designated English learners). 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 work together in a collaborative manner to support 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 (PLCs) 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 (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 Socio-Economically Disadvantaged. Daily bell schedules at all K-8 sites will be adjusted to enable teachers to meet weekly for at least 60 minutes in PLCs with the guidance of site administration, leadership team members, and the TOSAs, and additional duties outside of the school day for PLC team/leadership team members
- Weekly classroom music instruction for all 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) (\$228,510)

- Elementary Physical Education instruction from a Credentialed PE teacher with the support of a trained classified instructional assistant (as needed due to class size). 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). (\$458,043). Every student in grades K-6 will receive instruction in music and physical education, but also this time will be utilized for small group instruction to target needed skills, assess student progress with progress monitoring and benchmark assessments requiring small group or individual administration, and for teachers to collaborate with lesson design for intervention instruction.
- Implement a 21st Century school-home communication platform to facilitate everyday communication, meaningful interaction and encourage participation in decision making with stakeholders. (\$18,500)
- All online programs are web-based and available to students 24 hours a day, 7 days a week. Programs are currently 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 (\$50,000).
- Increased technology at school sites for increased access, including devices available for checkout to students for use outside the instructional day and access to the internet in the home.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$3,029,830

Percentage to Increase or Improve Services

9.03%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2018-19

Orcutt Union School District will receive \$ 3,008,429 in Supplemental Local Control Funding Formula Funds for the 2018-19 school year. The allocation will increase to approximately \$3,100,765 in 2019-20 and \$3,143,158 in 2020-21. These funds are calculated based on the unduplicated pupil count.

OUSD 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 an ELD Teacher on Special Assignment to work with the highly trained teachers at every school site (\$50,000) along with ELD support (bilingual community liaisons/support staff (\$135,000), technology specifically targeting access to computers and the internet (\$40,000 access to computer labs outside of the school day), counseling/mental health support for students (\$320,000), data collection for targeted instruction and progress monitoring (\$50,000), data analysis (\$42,000), intervention programs (\$335,000), foster youth individual/small group tutoring (\$10,000), positive attendance support (\$48,255), and positive behavior intervention support (\$60,000). OUSD also intends to implement an MTSS model, the teachers on Special Assignment (TOSAs) will work closely with the 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 Socio-Economically Disadvantaged (\$230,000 TOSAs). Services will be coordinated and student progress monitored by the Student Services Coordinators (\$113,000).

The district will offer additional instruction with specialists in the areas of music, physical education, and art/maker-space (reported below) which will enable teachers to flexibly group their students and reduce class size thereby allowing for small group and individual instruction for at-risk students along with focused collaboration time through Professional Learning Communities across the grade level once a week to plan intervention groups, English Language Development instruction, focus folders, discuss student data, group students, and discuss PDSAs based on student learning data (\$776,300).

The district will also offer services and programs that are aligned with LCAP goals and the OUSD Strategic Plan to serve all students such as 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 (\$697,700). Additionally, the district has employed a communication platform to increase meaningful engagement with families that also translates all information and utilizes a wide variety of communication tools (email, texts, phone calls, app) (\$18,500).

The justification for school-wide 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. Additionally all of our schools currently have students from each of the designated student groups (English learners, socio-economically disadvantaged, foster/homeless youth, and re-designated English learners). 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 work together in a collaborative manner to support student learning.

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 (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 Socio-Economically Disadvantaged. Daily bell schedules at all K-8 sites will be adjusted to enable teachers to meet weekly for at least 60 minutes in PLCs with the guidance of site administration, leadership, team members, and the TOSAs (\$230,000), and additional duties outside of the school day for PLC team/leadership team members (\$92,700)
- Weekly classroom music instruction for all 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) (\$221,300)
- Elementary Physical Education instruction from a Credentialed P.E. teacher with the support of a trained classified instructional assistant (as needed due to class size). 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). (\$465,000).

Every student in grades K-6 will receive instruction in music and physical education, but also this time will be utilized for small group instruction to target needed skills, assess student progress with progress monitoring and benchmark assessments requiring small group or individual administration, and for teachers to collaborate with lesson design for intervention instruction.

- Implement a 21st Century school-home communication platform to facilitate everyday communication, meaningful interaction and encourage participation in decision making with stakeholders (\$18,500).

- All online programs are web-based and available to students 24 hours a day, 7 days a week. Programs are currently 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 (\$50,000).
- Increased technology at school sites for increased access, including devices available for checkout to students for use outside the instructional day (\$32,474).

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$2,760,538

Percentage to Increase or Improve Services

8.64%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Orcutt Union School District will receive \$2,730,350 in Supplemental Local Control Funding Formula Funds for the 2017-18 school year. The allocation will increase to approximately \$2,769,546 in 2018-19 and \$2,890,266 in 2019-20. These funds are calculated based on the unduplicated pupil count.

- OUSD 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 ELD Support teachers and highly trained classroom teachers at every site (\$340,000), technology specifically targeting access to computers and the internet (\$40,000 access to computer labs outside of the school day, \$15,132 for additional technology purchases), counseling/mental health support for students (\$250,000), data collection for targeted instruction and progress monitoring (\$40,000), data analysis (\$42,000 Integrated Data Management Systems), intervention programs (\$335,000), foster youth individual/small group tutoring (\$2,500), positive attendance support (\$47,000), and positive behavior intervention support (\$50,000). OUSD also intends to implement a Response to Instruction and Intervention (RTI2) model, the Teachers on

Special Assignments (TOSAs) will work closely with the 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 Socio-Economically Disadvantaged (\$270,000 TOSAs / \$5,000 RTI planning and implementation task force). Services will be coordinated and student progress monitored by the Director of Student Services (\$110,000).

Additionally, the district will offer additional instruction with specialists in the area of music and physical education (reported below) which will enable teachers to flexibly group their students and reduce class size thereby allowing for small group and individual instruction for at-risk students for a total of \$1,506,632.

The district will also offer services and programs that are aligned with LCAP goals and the OUSD Strategic Plan to serve all students such as 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 for a total of \$1,205,000. The justification for school wide 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. Additionally, all of our schools currently have students from each of the designated subgroups (English learners, students identified as low income, foster youth, and re-designated English learners (fluent English proficient). 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 work together in a collaborative manner to support student learning.

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 (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 Socio-Economically Disadvantaged. Daily bell schedules at all K-8 sites will be adjusted to enable teachers to meet weekly for at least 60 minutes in PLCs with the guidance of site administration, leadership team members, and the TOSAs (\$510,000) and additional duties outside of the school day for PLC team/leadership team members (\$90,000)
- Weekly classroom music instruction for all students in grades 1-6. Research shows music education prepares students to learn, facilitates student academic achievement, and develops the creative capacities for lifelong success. Music facilitates learning other subjects and enhances skills that children inevitably use in other areas and 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) (\$215,000)
- Elementary Physical Education instruction from a credentialed P.E. teacher with the support of a trained classified instructional assistant. They 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 will receive instruction in music and physical education, but also during these instructional blocks, the classroom teachers will be able to utilize small group instruction to target instruction, especially to students in identified subgroups, which research shows is an effective method to enhance student achievement and accelerate student learning. (\$280,000)

- Implement a 21st Century School-Home Communication Platform to facilitate everyday communication, meaningful interaction and encourage participation in decision making with stakeholders (\$20,000).
- All online learning programs are web-based and is available to students 24 hours a day, 7 days a week. Programs are currently used for homework, independent study, writing, as an in-class instructional tool, and can also be used to target skill development and as an intervention program. (\$50,000).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the 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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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% or more enrollment of unduplicated pupils: Describe how these services 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% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	4,011,449.49	4,888,249.00	2,956,690.00	4,011,449.16	4,599,622.62	11,567,761.78
	0.00	0.00	0.00	0.00	0.00	0.00
Base	900,000.00	522,327.00	357,146.00	900,000.00	1,001,000.00	2,258,146.00
Educator Effectiveness	0.00	0.00	0.00	0.00	0.00	0.00
Locally Defined	5,000.00	49,890.00	0.00	5,000.00	0.00	5,000.00
Other	0.00	1,336,740.00	0.00	0.00	4,000.00	4,000.00
Supplemental	3,035,665.00	2,855,197.00	2,492,394.00	3,035,664.67	3,205,393.62	8,733,452.29
Title I	0.00	0.00	0.00	0.00	265,261.00	265,261.00
Title II	70,679.00	6,050.00	87,150.00	70,679.00	5,000.00	162,829.00
Title III	105.49	118,045.00	20,000.00	105.49	118,968.00	139,073.49

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	4,011,449.49	4,888,249.00	2,956,690.00	4,011,449.16	4,599,622.62	11,567,761.78
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	219,238.00	0.00	0.00	219,238.00
4000-4999: Books And Supplies	10,000.00	1,343,924.00	0.00	10,000.00	2,000.00	12,000.00
Approved Textbook Materials ELA/ELD/Math/ Social Studies/ Science	0.00	0.00	0.00	0.00	0.00	0.00
Certificated Salary/ Benefits	2,644,319.49	2,592,722.00	2,140,150.00	2,644,319.49	3,083,414.00	7,867,883.49
Classified Salaries/ Benefits	165,984.67	174,536.00	170,762.00	165,984.67	184,500.00	521,246.67
Materials and Supplies, History/Social Science Materials Adoption and Consumables/Materials Replacement	0.00	0.00	0.00	0.00	0.00	0.00
Materials/Supplies	910,000.00	535,927.00	120,000.00	910,000.00	1,010,000.00	2,040,000.00
Non-Capitalized Equipment	81,390.33	47,890.00	58,632.00	81,390.00	21,208.62	161,230.62
Professional/ Consulting Services	198,755.00	168,250.00	246,908.00	198,755.00	285,500.00	731,163.00
Travel/Conference	1,000.00	25,000.00	1,000.00	1,000.00	13,000.00	15,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	4,011,449.49	4,888,249.00	2,956,690.00	4,011,449.16	4,599,622.62	11,567,761.78
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	0.00	219,238.00	0.00	0.00	219,238.00
4000-4999: Books And Supplies	Other	0.00	1,336,740.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	10,000.00	7,184.00	0.00	10,000.00	2,000.00	12,000.00
Approved Textbook Materials ELA/ELD/Math/ Social Studies/ Science	Base	0.00	0.00	0.00	0.00	0.00	0.00
Certificated Salary/ Benefits	Base	0.00	0.00	0.00	0.00	0.00	0.00
Certificated Salary/ Benefits	Locally Defined	4,000.00	1,000.00	0.00	4,000.00	0.00	4,000.00
Certificated Salary/ Benefits	Other	0.00	0.00	0.00	0.00	4,000.00	4,000.00
Certificated Salary/ Benefits	Supplemental	2,569,535.00	2,467,627.00	2,053,000.00	2,569,535.00	2,690,185.00	7,312,720.00
Certificated Salary/ Benefits	Title I	0.00	0.00	0.00	0.00	265,261.00	265,261.00
Certificated Salary/ Benefits	Title II	70,679.00	6,050.00	87,150.00	70,679.00	5,000.00	162,829.00
Certificated Salary/ Benefits	Title III	105.49	118,045.00	0.00	105.49	118,968.00	119,073.49
Classified Salaries/ Benefits	Supplemental	165,984.67	174,536.00	170,762.00	165,984.67	184,500.00	521,246.67
Materials and Supplies, History/Social Science Materials Adoption and Consumables/Materials Replacement	Base	0.00	0.00	0.00	0.00	0.00	0.00
Materials/Supplies	Base	900,000.00	522,327.00	100,000.00	900,000.00	1,000,000.00	2,000,000.00
Materials/Supplies	Supplemental	10,000.00	13,600.00	10,000.00	10,000.00	10,000.00	30,000.00
Materials/Supplies	Title III	0.00	0.00	10,000.00	0.00	0.00	10,000.00
Non-Capitalized Equipment	Locally Defined	0.00	37,890.00	0.00	0.00	0.00	0.00
Non-Capitalized Equipment	Supplemental	81,390.33	10,000.00	58,632.00	81,390.00	21,208.62	161,230.62
Professional/ Consulting Services	Base	0.00	0.00	37,908.00	0.00	0.00	37,908.00
Professional/ Consulting Services	Educator Effectiveness	0.00	0.00	0.00	0.00	0.00	0.00
Professional/ Consulting Services	Supplemental	198,755.00	168,250.00	199,000.00	198,755.00	285,500.00	683,255.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Professional/ Consulting Services	Title III	0.00	0.00	10,000.00	0.00	0.00	10,000.00
Travel/Conference	Base	0.00	0.00	0.00	0.00	1,000.00	1,000.00
Travel/Conference	Locally Defined	1,000.00	11,000.00	0.00	1,000.00	0.00	1,000.00
Travel/Conference	Supplemental	0.00	14,000.00	1,000.00	0.00	12,000.00	13,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,987,304.16	1,546,883.00	1,359,558.00	1,987,304.16	2,469,333.00	5,816,195.16
Goal 2	77,890.33	77,890.00	55,132.00	77,890.00	51,208.62	184,230.62
Goal 3	610,000.00	1,947,790.00	570,000.00	610,000.00	628,150.00	1,808,150.00
Goal 4	1,336,255.00	1,315,686.00	972,000.00	1,336,255.00	1,450,931.00	3,759,186.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

2019

Orcutt Union School
District

Dr. Holly Edds
Assistant Superintendent
Educational Services

ORCUTT UNION SCHOOL DISTRICT LCAP NEEDS ASSESSMENT SPRING 2019

This document contains background information regarding the state priorities listed in California Education Code sections 52060 and 52066 for the Orcutt Union School District located in Orcutt, California to be used for planning purposes in development of the Local Control Accountability Plan.

A. Conditions of Learning

Basics (SBE Priority 1)

The degree to which teachers are appropriately credentialed pursuant to Education Code 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d)

Highly Qualified Teachers

For the 2018-19 school year, all teachers are properly assigned with seven teachers utilizing emergency credentials allowing them to teach in an area of need. Three teachers at the elementary level PE (Ralph Dunlap, Pine Grove and Joe Nightingale) utilizing a Waiver, PIP and STSP; three teachers in special education (Ralph Dunlap and Orcutt JH) utilizing PIP and SELAP and one teacher at the junior high level Social Science (Orcutt JH) utilizing a STSP. We have one teacher providing services on a University Intern Credential (special education at Joe Nightingale).

The percent of teachers that were appropriately assigned is 99.996% (222 total teachers, 8 of whom are not appropriately assigned according to the California Commission on Teacher Credentialing because they are on an emergency credential).

The results of a springtime survey of Orcutt Union School District parents, students, staff, and community members show that a high percentage of stakeholders identify this as a “high” priority.

Survey on LCAP Priorities	
Priority: Ensure highly qualified teachers	
Year	% Identifying as “High” Priority
2016	94%
2017	88%
2018	97%
2019	99%

Our community and our school district are desirable places to live and work. To date, our desirability combined with our total compensation package has allowed us to remain competitive with other local districts. The impact of low per pupil funding and the redistribution of funds through the LCFF funding model, however, is making it difficult to keep pace with the salaries and compensation packages offered by other local districts. As the gap widens, our desirability as a place to work will decline and it will become a greater challenge to attract and keep highly qualified teachers and staff.

Conditions of Learning: Instructional materials

Currently, the Orcutt Union School District has instructional materials that are standards aligned and compliant with the Williams Act. We have purchased some supplemental materials to support implementation of the California State Standards and are piloting/purchasing new materials as they become available.

Math Adoption

At the January, 2014 board meeting, the California State Board of Education adopted California State Standards aligned math programs. After extensive review, two programs were selected to pilot for grades K-5, two programs were selected to pilot for grade 6, and one program was selected to pilot for grades 7-8. After recommendations were made to the Board of Trustees, Math Expressions was adopted for grades K-5 and College Preparatory Math (CPM) was adopted for grades 6-8 for the 2015-16 school year. Teachers received training prior to the beginning of the school year and throughout the school year during Professional Development Days, Grade Level Collaboration Days, and training offered outside of the school day/year. The total cost of adoption of these materials for the district was \$838,000.

Professional development for mathematics continues to be a priority, including a district-wide day with Jo Boaler (Stanford University), CPM courses, and additional math workshops offered by Orcutt TOSAs, teachers, and outside consultants.

English Language Arts Adoption

Materials were approved for adoption by the California State Board of Education in November of 2015. English Language Arts materials were selected for piloting following presentations by publisher representatives. Two programs were selected for piloting in grades K-6, and two programs were selected for piloting in grades 6-8. A review of the process, the materials piloted, and preliminary feedback from pilot teachers will be shared with the Board of Trustees in April, with an anticipated recommendation for approval presented at the May, 2016 Board meeting. The total cost of adoption for these materials was \$1,320,941. Surveys of Orcutt Union School District stakeholders indicate strong support to ensure student access to instructional materials.

Survey on LCAP Priorities	
Priority: Ensure student access to instructional materials	
<i>Year</i>	<i>% Identifying as "High" Priority</i>
2016	88%
2017	80%
2018	90%
2019	90%

As with the mathematics adoption, professional development has been an essential component of a successful adoption of new English Language Arts adoption. Our work with Tina Pelletier this year has proven invaluable with this year's focus on individual and small group coaching at the school sites paired with coaching of our site administrators and TOSAs. Each school received three rounds of coaching at their school site during the 2018-19 school year in addition to professional development specifically targeting the implementation of the SIPPS Reading Intervention program.

School Facilities are Maintained and are in Good Repair

Well maintained facilities that are able to be utilized as they are intended are imperative for learning. While our school facilities are in good repair, the majority of schools were last

modernized in the early 2000's and most of them were built before the 1960's. As such, maintenance and upgrades are an ongoing challenge. Budget reductions resulted in a cut to custodial services which has had an effect on replacement schedules for such items as carpets. During modernization, emphasis was put on educational spaces which has resulted in other areas such as kitchens and other service areas now being in need of modernization.

Additionally, many areas that were storage areas were converted into technology areas leaving a

need for additional storage at many sites. Surveys of Orcutt Union School District stakeholders indicate strong support to ensure quality facilities for students.

Survey on LCAP Priorities	
Priority: Ensure facilities in good repair	
Year	% Identifying as "High" Priority
2016	83%
2017	80%
2018	86%
2019	91%

The absorption of the Casmalia School District as part of reorganization in 2008 and the lapsation process which brought Olga Reed School in Los Alamos under the umbrella of the Orcutt Union School District in 2011 included facilities that have not been upgraded and are in need of major modernization. Every school in the district has aging portable buildings that have been utilized beyond their intended lifespan. While recent investments have improved aging technology and antiquated classroom furniture, there is still much work to be done in this area. The District consistently budgets money for deferred maintenance and special facilities projects, however the ongoing need exceeds the resources available.

The District has completed Facilities Master Plan which identified areas of need and allow for prioritization of projects and improvements as resources become available. The District also successfully passed a bond measure in 2016 will fund facilities improvements on each of the campuses within the district beginning with improving safety and security at all sites. Future proposed projects include replacing old, dilapidated portables with permanent buildings and updating data, electrical, and fire alarm systems.

Additional needs/areas of concern in this area include:

- To have a competitive salary schedule to attract and retain new teachers and substitutes
- Future shortages in Special Education teachers may be a challenge; be sure support systems are in place to retain/prevent burn out
- Continue to purchase 21st Century/flexible furniture and develop furniture replacement plans, with consideration for the use of technology and problem based learning in instruction and learning
- Continue to support new curriculum adoptions through professional development, including special education teachers
- Provide support system for new teachers and teachers in new grade levels
- Investigate how to support combination class teachers with replacement curriculum and/or units aligned with other grade levels (i.e. 6th grade in 5/6 combo uses K-5

adoption instead of 7-8 adoption, creative use of daily schedule to allow for differentiation)

- When financially feasible, replace 3-hour special education instructional assistant positions with 6 hour positions to minimize employee turnover
- Integrate Science/History into ELA/ELD and Mathematics when possible
- Investigate, pilot, and adopt curriculum and materials for Science instruction
- Increase availability and accessibility of technology and the core curriculum both during the school day and in the home
- Additional meeting space for small group instruction (ELD, SPED, Intervention, etc.)
- Provide additional funding for professional development workshops
- Provide professional development for integrated and designated English Language Development Curriculum
- Install water bottle filling stations for students and staff on all campuses
- Outside play areas are negatively affected by gopher holes, making it a hazard for students to run on fields and play
- Effect of long term budget cuts on facilities
- Aging facilities, especially portable classroom buildings beyond their life cycle
- A continued lens on student safety with facilities improvements (parking lots, playgrounds, school fencing)
- Provide additional funding to support an adequate level of service in Maintenance & Operations
- Accountability for full implementation of district adopted curriculum
- Expand work with ELA/ELD consultant to include upper/middle grades to support students moving up at higher levels

Implementation of State Standards (SBE Priority 2)

Implementation of academic content and performance standards adopted by the State board for all students, including English Learners

The District has implemented support systems to assist teachers in the implementation of and transition to the California State Standards. Teachers on Special Assignment (TOSAs) have been positioned to support instruction in the classroom as well as to integrate technology into the instructional program. For the past three years, TOSAs as well as teacher experts in the District have been integral in building professional capacity within the district through an institute model for professional development. Textbook and support materials aligned with the California State Standards in English Language Arts/English Language Development and Mathematics along with the Next Generation Science Standards will be implemented when high quality materials are available for adoption. Careful consideration will be given to the use of 21st Century Learning Skills and building capacity among teachers to integrate skills within the core curriculum will be a priority. Integration of the new standards and systems will be a process that will take years to fully implement. Teacher support is critical to a successful

transition, including release time for planning and learning, professional development, modeling of successful strategies in the classroom, and more. This work will be the primary role of the TOSA positions over the next 5-7 years as this transition occurs in not only English language arts and mathematics, but with the Next Generation Science Standards which were adopted in 2013, followed by new standards in the other content areas. Additionally, the integration of technology and the role it plays with instruction will continue to develop over the next few years. Professional development work continues for English Language Development (integrated and designated) and with Tina Pelletier (Pelletier Consulting) for Tier 1 and 2 instructional strategies for K-6.

Survey on LCAP Priorities Priority: Implement California State Standards	
<i>Year</i>	<i>% Identifying as "High" Priority</i>
2016	56%
2017	61%
2018	57%
2019	53%

Beginning in the 2018-19 school year, all students in grades 1-6 will receive 30 minutes weekly of visual art and music instruction and 75 minutes of physical education instruction. Kindergarten students will receive physical education and music instruction. This time allows for Professional Learning Communities to occur and also small group instruction during one of the PE blocks.

Surveys of Orcutt Union School District stakeholders indicate lower support (relative to other LCAP priorities) for implementing state standards.

Additional needs/areas of concern in this area include:

- Equitable access for all students to the core curriculum, especially those students that may not have access to the internet outside of the school setting
- Continued identification, selection, and development of essential standards will need to be an integral part of this process
- Continued time to meet weekly in Professional Learning Communities
- Equitable access to technology during and outside of the school day for all students
- Increased support from Teachers on Special Assignment at each school site to assist with intervention coordination, work with teachers on Tier 1 and Tier 2 instruction, common formative assessment support, collection and interpretation of data, and engagement of students
- Student achievement data needs to be made easily understandable and training on the use of data is needed
- Additional Teacher on Special Assignment (TOSA) positions to provide support to specialized subject areas in the secondary grades
- Expand Teacher on Special Assignment (TOSA) positions to increase level of support with a goal of one TOSA per school
- Identify and communicate the role of the TOSA to all teachers
- Additional enrichment opportunities for students at all grades at no or low cost

- Professional Development in areas supported by data (intervention, systematic ELD, SIPPS) to meet the needs of all learners
- Systematic way to collect data on new students to place them quickly (screening using DIBELS/SIPPS/NWEA)
- Universal screening tools for secondary students
- Identify time for intervention at each school site that does not require students to miss core instruction (science, history) which could also include integration of other subject areas into ELA/ELD and/or Mathematics
- Parent Education opportunities to extend learning opportunities outside of the school day for students and increase meaningful stakeholder engagement, especially around importance of mastery of standards and state testing requirements
- Examine alignment of identified essential standards with the SBAC Blueprints
- Identify a protected block of time for ELA, Math, and ELD instruction
- Identify opportunities for vertical alignment
- Investigate feasibility of leveled math instruction at junior high school and impact on current district adopted curriculum (CPM)
- Additional training on culturally responsive teaching and trauma informed practices
- Social Emotional Learning (SEL) concepts for integration into school cultures and classroom instruction
- Expand professional development for mathematics, specifically Tier 1 instruction followed by a Tier 2 program with professional development
- Training for new teachers on district adopted curriculum and instructional expectations
- Clearly defined plan for MTSS and intervention across the district
- Offer digital citizenship lessons for students

Course Access (SBE Priority 7)

Student enrollment in a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable

Students at our elementary and junior high schools are provided with a well-rounded schedule which includes opportunities to participate in higher level coursework and rigorous/challenging courses. Beginning with the 2015-16 school year, seventh grade students that demonstrate the ability and interest to participate in a math compaction course will be invited to participate in an accelerated path which may enable them to take Algebra 1 in eighth grade. Mathematics continue to be a topic of discussion as the California State Standards have changed over the past few years, significantly altering their structure and the expectations for students, as are the recently adopted Next Generation Science Standards. The differences in course structure necessitate articulation between the grade spans within OUSD and with Orcutt Academy Charter and the neighboring high school districts as our students will need to successfully matriculate into their courses.

Surveys of Orcutt Union School District stakeholders indicate very strong support for ensuring student access to core subjects that prepare them for high school and college (i.e., English, Math, Social Science, Science, Visual & Performing Arts, and P.E.).

Survey on LCAP Priorities	
Priority: Ensure student access to core subjects that prepare them for high school and college	
Year	% Identifying as "High" Priority
2016	91%
2017	88%
2018	90%
2019	86%

Additional needs in this area include:

- Instruction in 21st Century Learning Practices and the integration of technology into the instructional program (including initial purchase costs, maintenance, and upgrades as necessary)
- Daily intervention support in English Language Arts and Math at all levels to support at risk students, including socio-economically disadvantaged, English Language Learners, and foster youth to provide them with access to rigorous coursework and support their success and Tier 2/Tier 3 supports through Multi-Tiered Systems of Support (MTSS) to ensure access for struggling students to the core curriculum
- Training for regular classroom teachers in SIPPS, Wonders, and Collections so strategies can be imbedded into the regular school day and strategies to give English learners access to the core curriculum content
- Training for parents/students on using tools outside of the classroom (Wonders, Thinkcentral.com, Collections)
- Enrichment and intervention offerings in all grades, and ensuring all grade 7-8 students have access to electives and core subject areas
- Multi-Tiered Systems of Support for all students, especially in the primary grades with the goal of enabling all students in junior high to access all coursework
- Access to advanced courses and a wider range of electives at all school sites
- Incorporate life skills (banking, job skills, conflict resolution and refusal skills, etc.) into courses
- Availability and equity with student technology at all sites
- Identify and implement a systematic response to student learning, including materials, professional development, and progress monitoring
- Investigate methods for including music, art, and PE instruction in Kindergarten with an extended day model
- Continue increasing devices and professional development to increase student-computer ratio with a goal of 1:1
- Offer instruction in integrated life skills (financial literacy, cooking, etc.)
- Offer a rigorous/challenging curriculum for all students
- Improve internet access on Los Alamos campus
- Increased articulation between higher/lower grades

B. Pupil Outcomes

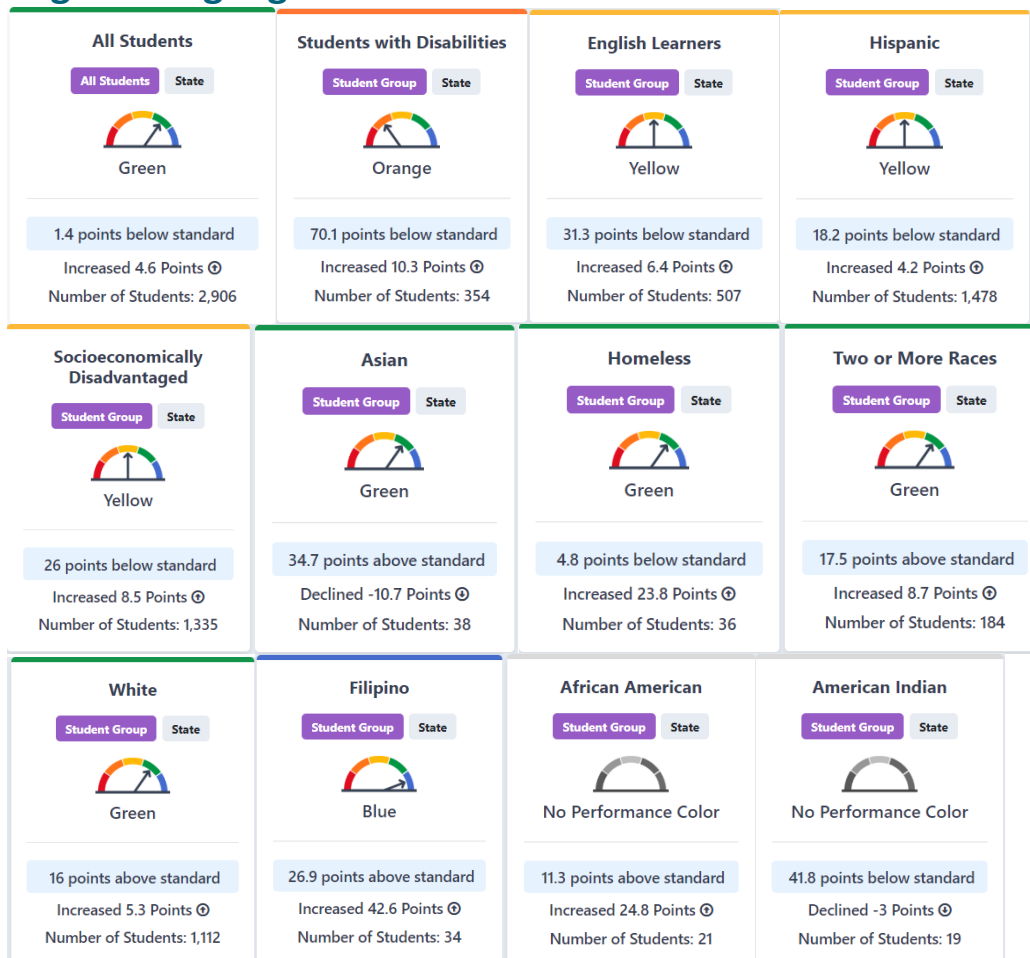
Student Achievement (SBE Priority 4)

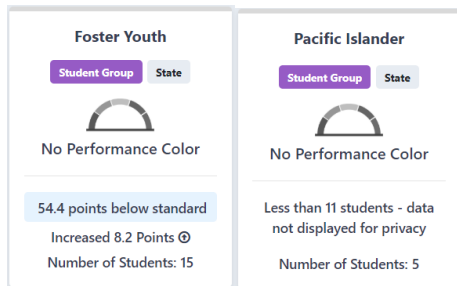
Student performance on standardized tests, score on Academic Performance Index, share of students that are college and career ready, share of English learners that become English proficient, English Learner reclassification rate, share of students that pass Advanced Placement exams with 3 or higher, share of students determined ready for college by the Early Assessment Program

Student performance on standardized tests

Students overall are performing below desired levels on the state standardized tests (California Assessment of Student Performance and Progress (CAASPP), May 2018 as indicated through the following data as reported on the California Dashboard (<https://www.caschooldashboard.org/#/Home>):

English Language Arts





While we are making progress on closing the achievement gap, our change over time indicates declining test scores in most groups (see above). Of particular concern is the performance of our Students with Disabilities as that group was “red” for two years in a row and while this student group has improved to “orange”, it is still a group to closely monitor.

The following charts contain Orcutt Union School District’s results in English/Language Arts for each of the tested grade levels. The charts also show results by goal areas within English Language Arts.

Overall Achievement for Students – English Language Arts										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Grade 3	2410.7	2422.2	19	25	21	21	29	28	31	26
Grade 4	2464.6	2467.6	25	26	26	23	21	22	29	28
Grade 5	2493.5	2508.4	18	24	32	31	23	20	28	25
Grade 6	2538.9	2534.3	17	17	39	41	29	23	16	19
Grade 7	2544	2550.1	12	12	36	41	28	28	24	20
Grade 8	2567.6	2562.8	14	12	38	39	28	27	20	22
All Grades	N/A	N/A	18	19	32	33	26	25	23	23

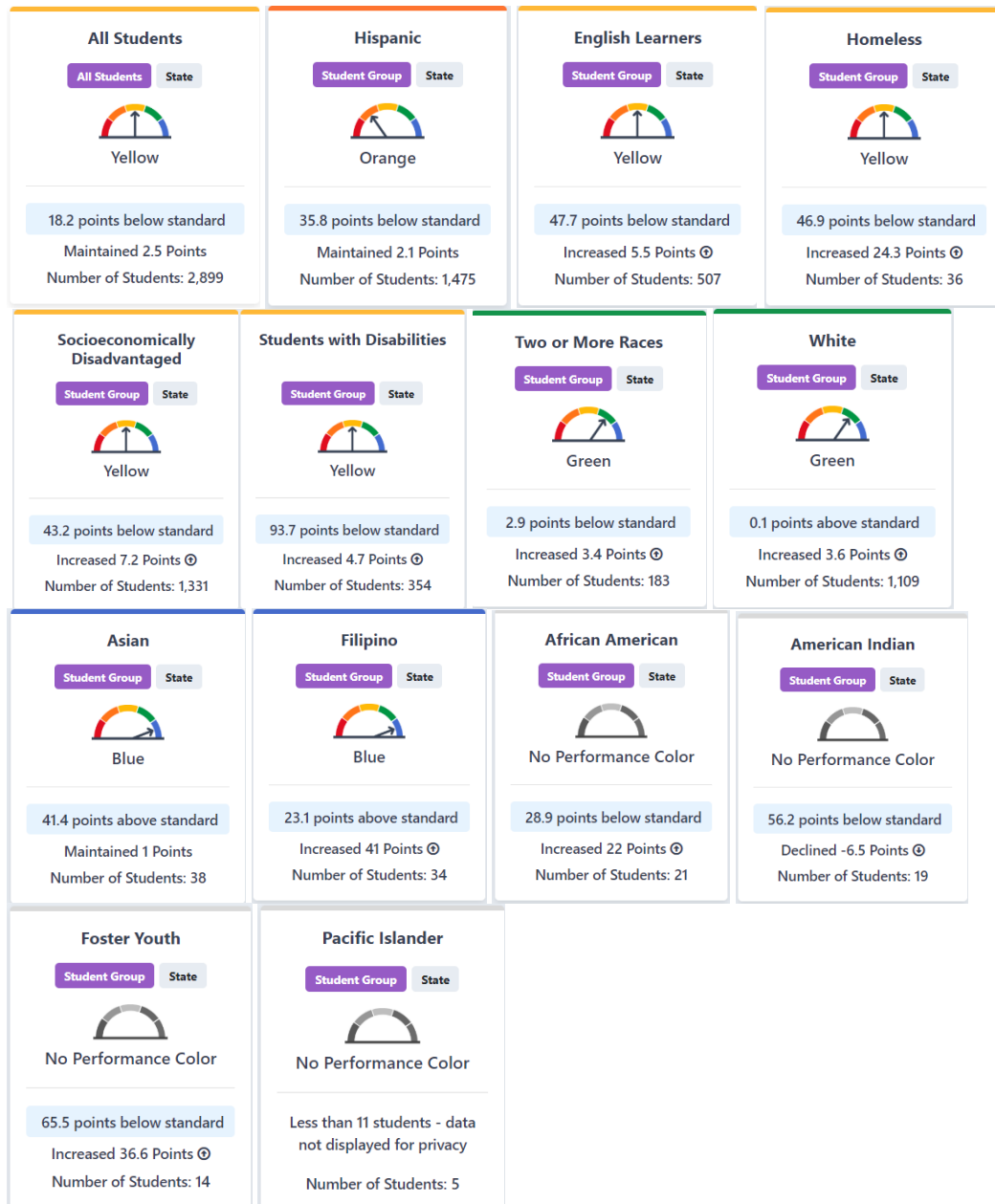
Reading						
Demonstrating understanding of literary and non-fictional text						
Grade Level	% Above Standard		% Near Standard		% Below Standard	
	2017	2018	2017	2018	2017	2018
Grade 3	20	22	41	51	40	27
Grade 4	24	25	52	48	24	27
Grade 5	23	27	48	43	29	28
Grade 6	23	22	54	50	24	28
Grade 7	23	21	46	51	31	28
Grade 8	27	22	43	47	30	31
All Grades	24	24	47	49	29	28

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2017	2018	2017	2018	2017	2018
Grade 3	20	22	49	46	31	32
Grade 4	23	22	49	49	28	29
Grade 5	28	32	45	45	26	23
Grade 6	28	26	52	52	20	23
Grade 7	23	26	54	55	23	19
Grade 8	26	22	54	54	21	24
All Grades	26	26	50	50	24	24

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2017	2018	2017	2018	2017	2018
Grade 3	15	20	66	63	19	17
Grade 4	15	21	62	67	23	13
Grade 5	17	19	62	63	20	18
Grade 6	19	19	69	67	12	14
Grade 7	13	11	65	67	21	22
Grade 8	14	17	72	67	13	16
All Grades	16	18	66	66	18	16

Research/Inquiry Ability to find and present information about a topic						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2017	2018	2017	2018	2017	2018
Grade 3	17	23	53	51	30	25
Grade 4	23	27	53	51	24	22
Grade 5	25	32	47	47	28	22
Grade 6	30	30	51	53	19	17
Grade 7	23	27	54	54	23	20
Grade 8	25	25	52	51	23	25
All Grades	25	28	51	51	24	21

Mathematics



Student performance in mathematics also indicates a need for further examination. While we increased in many areas over last year, the Hispanic and All student groups maintained growth.

The following charts contain Orcutt Union School District's results in Mathematics for each of the tested grade levels. The charts also show results by goal areas within Math.

Overall Achievement for Students - Mathematics

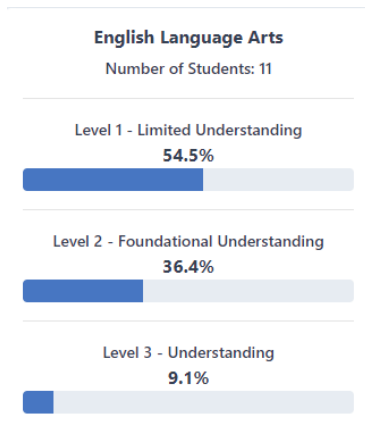
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Grade 3	2424.0	2422.1	12	15	21	29	32	26	25	31
Grade 4	2471.0	2473.5	19	16	26	32	31	31	23	21
Grade 5	2489.7	2493.9	15	20	18	17	36	31	31	32
Grade 6	2528.6	2534.0	18	20	26	27	32	32	24	22
Grade 7	2535.0	2542.7	14	16	24	29	33	29	29	25
Grade 8	2576.5	2571.0	24	23	26	24	27	27	23	26
All Grades	N/A	N/A	17	18	26	27	32	29	26	26

Concepts and Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2017	2018	2017	2018	2017	2018
Grade 3	26	29	41	33	33	37
Grade 4	31	31	31	34	38	36
Grade 5	22	26	34	31	44	44
Grade 6	24	31	41	39	35	30
Grade 7	24	29	38	36	38	35
Grade 8	31	32	40	39	28	29
All Grades	26	30	28	35	36	35

Problem Solving and Modeling & Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2017	2018	2017	2018	2017	2018
Grade 3	21	24	55	33	24	37
Grade 4	22	31	50	34	29	36
Grade 5	15	26	51	31	34	44
Grade 6	20	31	49	39	31	30
Grade 7	16	29	50	36	34	35
Grade 8	23	32	48	39	29	29
All Grades	20	30	51	35	30	35

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2017	2018	2017	2018	2017	2018
Grade 3	19	31	54	49	27	31
Grade 4	24	23	44	48	31	30
Grade 5	15	16	47	47	38	37
Grade 6	20	21	51	51	29	29
Grade 7	16	17	61	63	23	20
Grade 8	32	27	48	52	20	21
All Grades	21	21	51	52	27	27

California Alternate Assessment Data



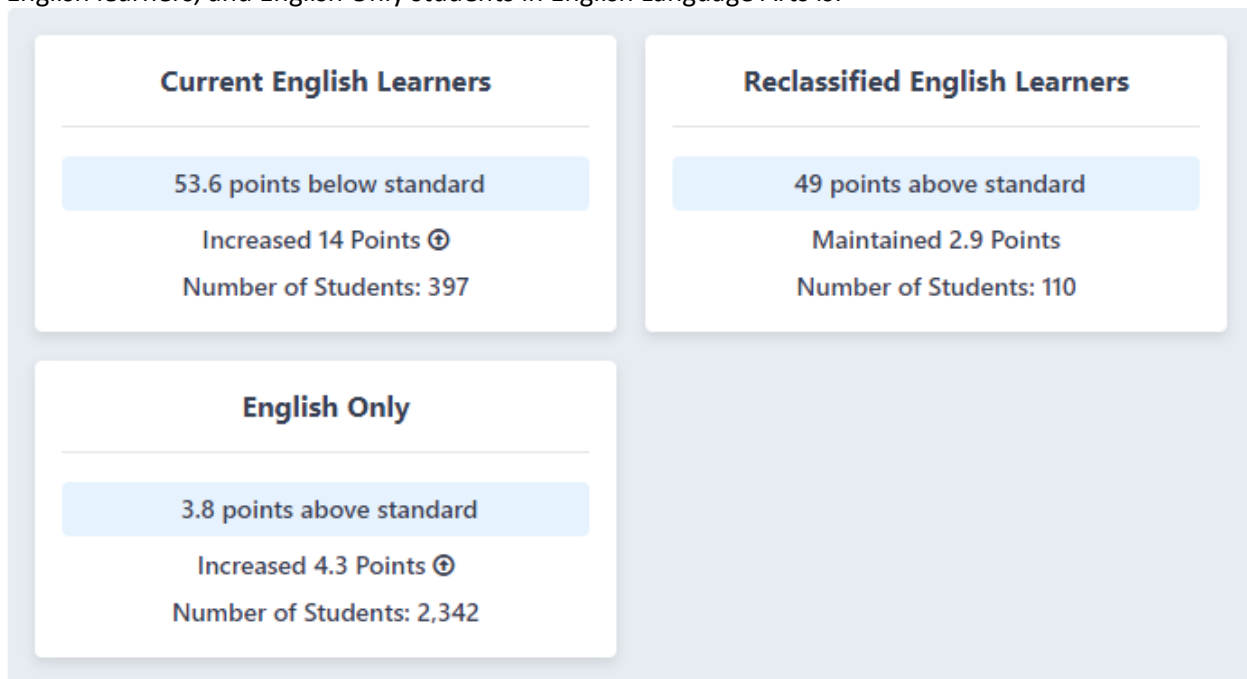
Data is now available on the Dashboard for for Students with Disabilities that participate in the California Alternate Assessment. This baseline data is not yet incorporated into the Academic Indicator on the California Dashboard but will be in the future. The CAAs measure what students can do and assesses the student on the basis of his or her current level of development. The performance level descriptors are:

Level	General Performance Level Descriptors
3	Students at this level demonstrate understanding of core subject matter in the content area. They are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.
2	Students at this level demonstrate foundational understanding of core subject matter in the content area when provided with frequent prompts and supports. They are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may frequently need supports to complete tasks and activities.
1	Students at this level demonstrate limited understanding of adapted grade level content that focuses on much of the basic knowledge and skills, even with extensive supports.

Students with Disabilities demonstrated growth in English language arts over the previous year which was “red” for two years in a row after increasing 10.3 points. This group is still 70.1 points below standards. This student group also increased in the area of mathematics. After scoring in the “red” for two years in a row, the level for 2018 is “yellow” with an increase of 4.78 points and an overall score 93.7 points below standards. The District will continue to focus on this student group and strategies to meet the student needs.

Additional English Learner Assessment Data

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts is:



Current English Learners

70.2 points below standard

Increased 11.9 Points ⬆

Number of Students: 397

Reclassified English Learners

33.5 points above standard

Increased 6.1 Points ⬆

Number of Students: 110

English Only

13.1 points below standard

Maintained 2.1 Points

Number of Students: 2,335

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English Learner Progress

All Students

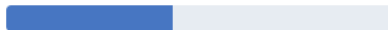
State

English Language Proficiency Assessments for
California Results

Number of Students: 612

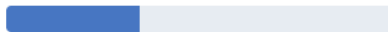
Level 4 - Well Developed

43%



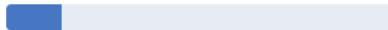
Level 3 - Moderately Developed

34.5%



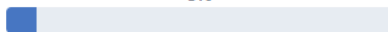
Level 2 - Somewhat Developed

14.5%

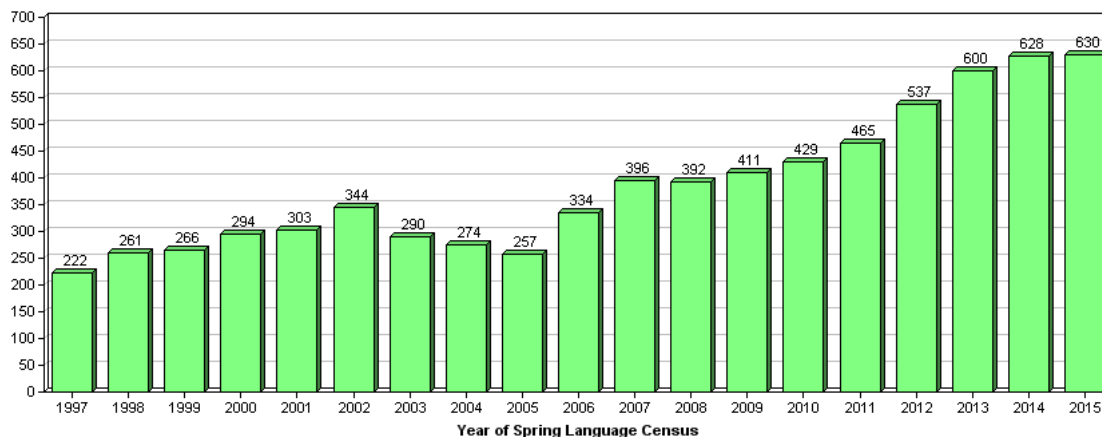


Level 1 - Beginning Stage

8%



Number of English Learners for Orcutt Union Elementary



The progress of English learners continues to be strong, although it is difficult to report this year due to the implementation of a new statewide assessment system, the English Language Proficiency Assessments for California. Comparative data will be available in the next couple of years and we will be better able to assess growth over time.

The model currently in place in the Orcutt Union School District has been successful with our students and they continue to make growth. The program oversight is provided by a Vice-Principal/Student Services Coordinator who provides oversight for the program with the support of the Bilingual Secretary and a dedicated Teacher on Special Assignment (TOSA) who is available to coach classroom teachers with successful strategies to use with English Learner students. The district strengthened its focus this year on Long Term English Learners (LTEL) and Newcomer (enrolled in a California school less than 12 months and classified as an English learner).

While our stakeholders have shared concerns over the emphasis on standardized tests as the only measure for student achievement, they do indicate support for increasing student achievement in all areas.

Survey on LCAP Priorities	
Priority: Increase Student Achievement	
Year	% Identifying as "High" Priority
2016	75%
2017	78%
2018	73%
2019	79%

An analysis of NWEA (Northwest Evaluation Association) MAP (Measures of Academic Progress) and CAASPP data reveal the need for targeted intervention for struggling students, with particular attention paid to students in certain subgroups in order to close the current achievement gap that exists. Implementation of a Multi-Tiered System of Support (MTSS) includes matching struggling students with programs

or services that will meet their specific needs. As essential standards are identified and taught, teachers will need specific assessments to determine if a student has mastered skills. From there, this data can be used to target instruction. Teachers and administrators have been working with Mike Mattos, author and consultant, over the past few years, specifically on Response to Intervention and building a Pyramid of Interventions at each site to meet the needs of students. Beginning in the 2015-16 school year, time for grade levels/departments to meet was built into the school day with a late start (junior high) or early release (elementary) day each week. School sites have been allocated funds from LCAP to support academic intervention through the purchase of additional materials, professional development, or hourly certificated support teachers. Also beginning with the 2015-16 school year, grades 1-6 received music and PE instruction which allowed teachers to group students for small group instruction while others were receiving music/PE. Additional time was allocated for intervention daily in grades K-6. Junior high schools restructured their instructional day to allow additional instructional time for identified students. Grades K-5 met three times throughout the school year for grade level collaboration and grades 6-8 met in departments as well (English Language Arts, Math, Science) to identify and develop essential standards and common formative assessments, collaborate on new and future curriculum adoptions, and share best practices. The Teachers on Special Assignment facilitated these meetings and provided professional development.

Beginning with the 2015-16 school year, each school leadership team is provided four days of collaboration/planning time to focus on school-wide data, intervention schedules, implementation of common formative assessments and intervention strategies. The Leadership Team planning days were facilitated by Educational Services staff as well as Tina Pelletier (consultant) and each team was given planning time to focus on the needs of their sites. For the past three years, a continued focus on English Language Arts instruction and implementation of the district adopted curriculum through site-based coaching and TOSAs has continued.

Additional needs/areas of concern in this area include:

- Implementation of systematic, targeted interventions at each school site using student data and a system of supports (Multi-Tiered System of Support), including small group and individualized instruction for ELA/ELD and Mathematics
- Evaluation of the current schedule at each site to ensure instructional time is maximized, including scheduled time for intervention and small group instruction, and there is time during the school day for Professional Learning Community meetings
- Targeted academic vocabulary development in English Language Arts and Mathematics
- Utilization of technology and online programs to give students access to extra help (additional resources) and for targeted instruction
- Consistency throughout the district to support students with high levels of mobility
- Targeted reading intervention in the primary grades

- Examine the process for re-designation of English learners to Fully English Proficient
- Develop and implement communication tools for parents to understand data and learning expectations
- Common focus for instruction across grade levels
- Focus on literacy/writing demands across new assessment systems (CAASPP) and integrate into instruction (i.e. district-wide writing prompts and calibration)
- Focus on Close reading and Academic Vocabulary development
- Analyze current assessments to determine what is essential to for student learning
- Identified uninterrupted block of time for literacy/language arts instruction, especially for identified student groups (English learners, special education, low socio-economic)
- Ensure instruction is taking place for English Learners with integrated and designated ELD
- Continue to provide additional learning opportunities (STEAM, Makerspace, family “academic” opportunities) to increase capacity and parent support
- Investigate research-based strategies for students with special needs, especially to build academic language
- Ensure training of new teachers on curriculum and targeted professional development for all teachers on designated ELD
- Develop tools to disaggregate data for special education programs
- Investigate how to include DIBELS data into report card and utilize the data to track progress by student group
- Identify target areas by grade level
- Provide structured tutoring or homework support for identified students (foster youth, homeless youth, English learners)
- Ensure special education students at all levels are receiving core instruction daily
- Examine the process for assigning and implementing accommodations for students with disabilities in SBAC
- Ensure Native American students are connected to the outside services available to them
- Implement consistent progress monitoring in English language arts to ensure needs are being met and identifying if further testing is required
- Identify onsite experts that teachers could go to for direction or advice (Think Central, Wonders, Collections)

Other Pupil Outcomes (SBE Priority 8)

State Physical Fitness Testing

Results of state fitness testing administered to students in grades 5 and 7 in Spring 2017 show mixed results by grade levels (<http://dq.cde.ca.gov/dataquest/>). P.E. staff have reviewed the results and professional development will be ongoing in those areas. The change in fully credentialed PE teachers during the 2015-16 school year will result in an increase in consistency in administration of the PFT as well as an increased focus on fitness overall over time.

Physical Fitness Area	Total Tested* in Grade 5	Number Grade 5 Students in HFZ*	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improve-ment	% Grade 5 Students in Needs Improve-ment - Health Risk	Total Tested* in Grade 7	Number Grade 7 Students in HFZ*	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improve-ment	% Grade 7 Students in Needs Improve-ment - Health Risk
Aerobic Capacity	480	291	60.6	34.8	4.6	620	438	70.6	17.7	11.7
Body Composition	480	302	62.9	20.2	16.9	620	395	63.7	19.8	16.5
Abdominal Strength	480	425	88.5	11.5	N/A	620	512	82.6	17.4	N/A
Trunk Extension Strength	480	394	82.1	17.9	N/A	620	467	75.3	24.7	N/A
Upper Body Strength	480	344	71.7	28.3	N/A	620	371	59.8	40.2	N/A
Flexibility	480	292	60.8	39.2	N/A	620	441	71.1	28.9	N/A

California Physical Fitness Test 2017-18 Orcutt Union School District						
Physical Fitness Area	Grade 5 % students in HFZ			Grade 7 % students in HFZ		
	2016-17	2017-18	% Change	2016-17	2017-18	% Change
Aerobic Capacity	53.3	60.6	7.3	69.9	70.6	0.7
Body Composition	62.9	62.9	0	67.0	63.7	-3.3
Abdominal Strength	82.1	88.5	6.4	80.6	82.6	2.0
Trunk Extension Strength	89.5	82.1	-7.4	79.3	75.3	-4.0
Upper Body Strength	68.2	71.7	3.5	67.7	59.8	-7.9
Flexibility	47.0	60.8	13.8	69.0	71.1	2.1

All Physical Education teachers participated in professional development with the California Physical Education-Health Project during the 2016-17, 2017-18, and 2018-19 school years. The trainings, entitled "Physical Education and the School Wide Responsibility for Learning & Literacy" and "Assessment in Physical Education" was conducted by the Executive Director for the project who is a faculty member from CSU Channel Islands.

Additional needs in this area include:

- Continued professional development in the area of physical education, and the assessment requirements
- Continued training in the administration of the Physical Fitness Test to ensure consistency
- Update wellness policies to align with current research and best practices
- Investigate fitness incentive programs for staff members
- Investigate additional physical education activities that can take place during other opportunities at elementary schools (Go Noodle during breakfast, noon league sports, etc.)

- Focus on nutrition at school, especially for unduplicated students
- Disaggregate data by gender and other student groups

C. Engagement

Parent Involvement (SBE Priority 3)

Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups

Parent involvement is a priority in the Orcutt Union School District. Parents are encouraged to participate in their child's education through a variety of activities including:

- School Site Councils
- Parent Teacher Organization
- School Events
- Parent Volunteers
- Parent Advisory Committees and Councils
- Parent Portal (Aeries Student Information System)
- Parent Education Events

Parents are informed through the school/District website as well as through weekly/bi-weekly newsletters sent by the school principals. In the 2016-17 school year, the District launched Parent Square, a communication tool that utilizes text messaging, e-mail, phone calls and push notifications through their app using the communication method parents prefer to use. The tool also allows for two-way communication and notifications to be sent to groups (District, School, Grade-Level, Classroom).

While a good number of parents participate in school/District activities and are directly involved in their child's education, increasing parental involvement and participation will have a positive impact on student achievement, school connectedness and student engagement.

In a Spring 2019 survey on parent involvement, respondents listed some of the ways in which they are involved with the school. Results were as follows:

ANSWER CHOICES ▼	RESPONSES ▼
▼ Attended at least one parent-teacher conference	95.27% 322
▼ Classroom Volunteer or School Volunteer	41.72% 141
▼ Chaperone for field trip, dance, or other activity	42.31% 143
▼ School Site Council Member	3.55% 12
▼ PTA/PTSA Member, Officer or Volunteer	32.54% 110
▼ Attended at least one PTA/PTSA event	52.07% 176
▼ English Learners Advisory Committee (ELAC) or District English Learners Advisory Committee (DELAC) Member	1.18% 4
▼ Orcutt Children's Arts Foundation Board Member or Volunteer	4.73% 16
▼ Attended a school or district parent education night	26.04% 88
▼ Participant in OUSD Strategic Planning	1.48% 5
▼ Attended a School Board Meeting	6.51% 22
▼ Shared information/commented using social media	25.44% 86
Total Respondents: 338	

Parents were also asked how they receive information from their child's school:

The Spring 2019 survey on parent involvement provided data on how parents hear about school activities/events. In the fall of 2017, the District implemented a new communication tool called Parent Square. There has since been a dramatic shift in how parents receive information. In the spring of 2017, school newsletters were the primary source of information (78%). That number declined to 44.23% and 80.72% of parents now report that Parent Square messages (Text, telephone, message announcement, app push notification) as their most frequent source of information. Overall, 41.8% of respondents called communication about school activities "excellent", 45.36% called it "good", 11.20% called it "fair", and 1.64% called it "poor". Full results on school communication follow:

	I FREQUENTLY GET USEFUL INFORMATION FROM THIS SOURCE	I SOMETIMES GET USEFUL INFORMATION FROM THIS SOURCE	I DO NOT USUALLY USE THIS SOURCE TO GET INFORMATION	I WOULD LIKE TO SEE THE SCHOOL EXPAND THE USE OF THIS SOURCE TO PROVIDE INFORMATION TO PARENTS	TOTAL RESPONDENTS
PTA/PTSA Newsletter (print or email)	44.23% 157	27.61% 98	22.54% 80	8.17% 29	355
Orcutt Union School District or School Website	28.08% 98	36.10% 126	29.51% 103	8.60% 30	349
Social Media (Orcutt Union School District or School Facebook, Instagram, Twitter)	17.19% 60	19.20% 67	53.87% 188	12.03% 42	349
Media Based (Newspaper, Online News, Radio/TV)	6.10% 21	13.37% 46	75.58% 260	5.23% 18	344
Parent Square Messages (Text, Telephone Message/Announcement, App Push Notification)	80.72% 293	14.33% 52	2.48% 9	4.13% 15	363

Parents were asked about communication about their child's academic progress in the same survey. Overall, 38.31% of respondents said the school does an "excellent" job of communicating on students' academic progress, while 45.35% indicated it was "good," 11.55% "fair," and 4.79% "poor." Fall parent-teacher conferences (67.24%) and Student Report Cards (70.89%) topped the list of ways in which parents receive information on their students' progress. Additionally, 13.62% of respondents indicated they would like to see the school expand its use of informal communication such as notes or phone calls from teachers. A complete listing of results follows:

	I FREQUENTLY GET USEFUL INFORMATION FROM THIS SOURCE	I SOMETIMES GET USEFUL INFORMATION FROM THIS SOURCE	I DO NOT USUALLY USE THIS SOURCE TO GET INFORMATION	I WOULD LIKE TO SEE THE SCHOOL EXPAND THE USE OF THIS SOURCE TO PROVIDE INFORMATION TO PARENTS	I AM NOT FAMILIAR WITH THIS SOURCE	TOTAL RESPONDENTS
▼ Aeries Parent Portal	37.89% 133	29.63% 104	23.93% 84	9.97% 35	1.71% 6	351
▼ Mid-trimester or mid-quarter progress reports from teacher	55.01% 192	28.08% 98	7.16% 25	7.16% 25	3.72% 13	349
▼ Fall parent-teacher conference	67.24% 234	22.41% 78	6.90% 24	3.74% 13	0.29% 1	348
▼ Spring parent-teacher conference	44.80% 155	23.70% 82	24.86% 86	5.78% 20	2.89% 10	346
▼ Student Success Team and/or IEP Meeting	15.73% 53	13.06% 44	31.16% 105	4.45% 15	37.09% 125	337
▼ Student report cards	70.89% 246	22.19% 77	2.02% 7	5.19% 18	0.58% 2	347
▼ Test results (CAASPP, NWEA, etc.)	31.40% 108	35.76% 123	17.15% 59	7.85% 27	10.76% 37	344
▼ Informal communication from teacher (note, conversation, phone call, etc.)	47.83% 165	29.57% 102	11.59% 40	13.62% 47	2.61% 9	345

Surveys of stakeholders on LCAP priorities have indicated some desire to increase parental involvement in the Orcutt Union School District.

Survey on LCAP Priorities Priority: Increase parental involvement and participation	
Year	% Identifying as "High" Priority
2016	59%
2017	76%
2018	57%
2019	67%

Additional needs/areas of concern in this area include:

- Parenting classes on how to support your child in school (offered in both English and Spanish) offered through multiple modalities (videos, articles, pamphlets, in person)
- Parent outreach and education on the new California State Standards and California Assessment of Student Progress and Performance, especially what shifts have taken place and what is going to be expected from students

- Provide translation services at events and conferences for parents
- Community Liaison connection to support all families with outreach to let families know what resources are available in our community
- Availability of translated materials for families
- Connect parent education with well attended events at school (i.e. Back To School) and offer training on Aeries as well as other resources
- Develop district guidelines on expectations for parent volunteers
- Education for teaching staff of resources within our community
- Parent Education nights with food and daycare provided
- Increase the number of teachers using the Aeries Gradebook
- Community outreach for students and their families through home visits
- Identify additional means to communicate information about school events (phone calls, texts) (Open House, Back To School Night, DELAC/ELAC meetings, parent/teacher conferences, etc.)
- Increase parent use of the website and social media to connect with up to date information
- Investigate additional tools to increase communication including messaging and scheduling parent/teacher conferences, especially when teachers are coordinating with bilingual community liaisons that cover multiple sites
- Fundraising advertisements should be available in home language as well as English to better communicate with families
- Set up groups within Parent Square for specific groups of parents (ELAC/DELAC)
- Parent education nights or other training on Parent Square
- Offer parent education on vaping and bullying (what it is and what is not)
- Investigate possibility of using additional languages within Parent Square
- Encourage secondary parents to attend parent/teacher conferences

Pupil Engagement (SBE Priority 5)**School Attendance Rates**

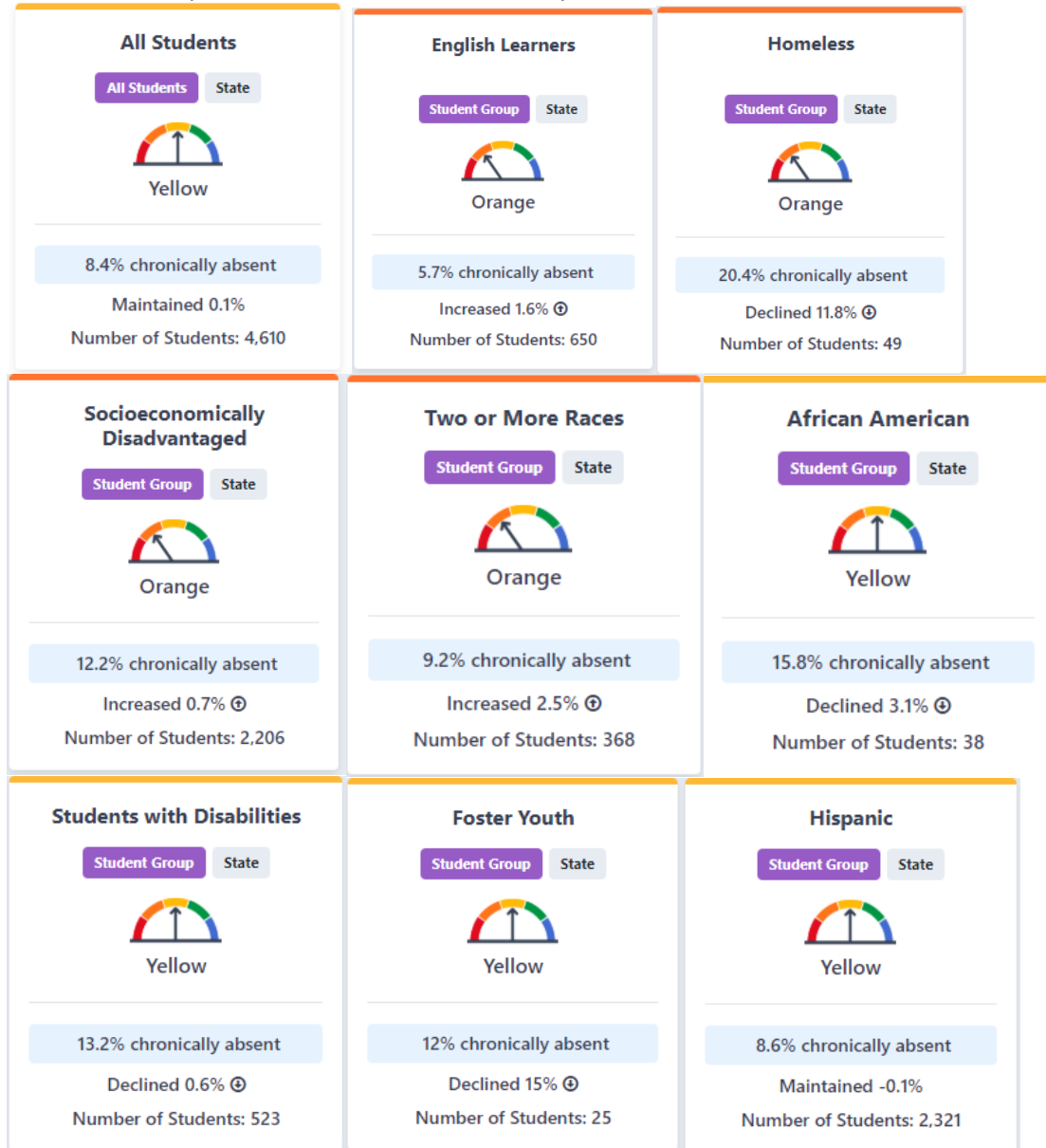
The District-wide attendance rate for the 2017-18 school year was 95.78%, including regular and special education students as compared to 95.65% in 2016-17.

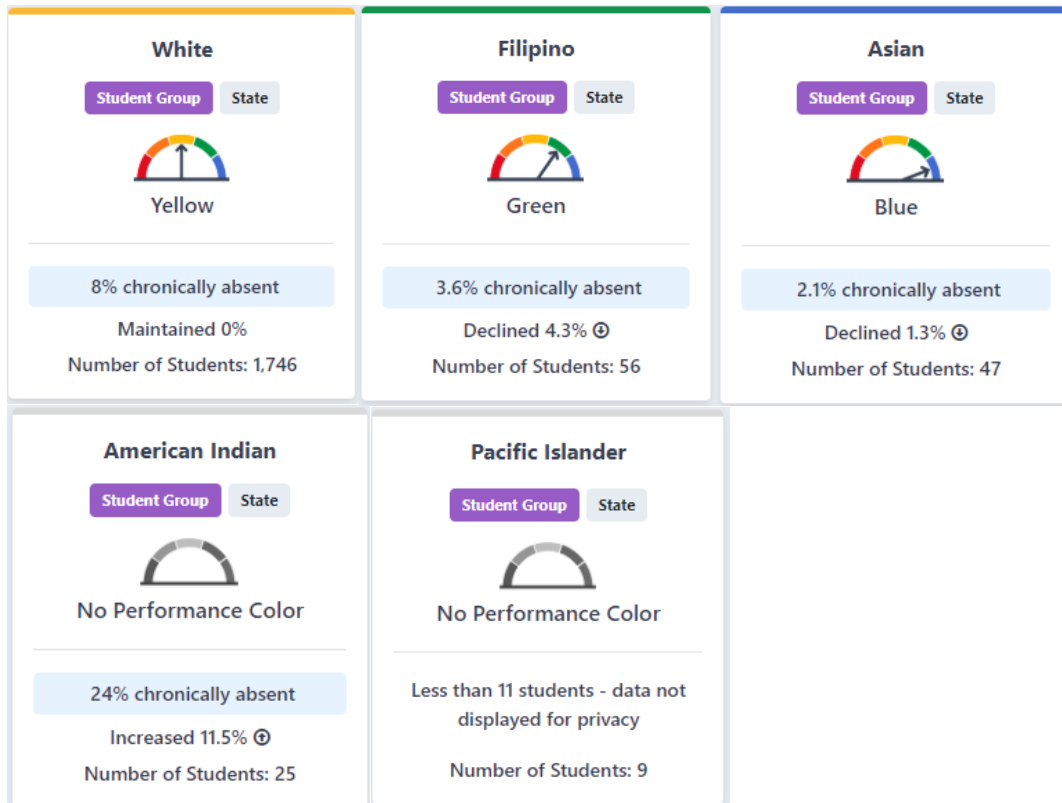
School attendance data for the 2018-19 school year through February 15, 2019:

School	8/15/2018- 9/7/2018	9/10/2018- 10/05/2018	10/8/2018- 11/2/2018	11/5/2018- 11/30/2018	12/3/2018- 1/18-2019	1/21/2019- 2/15/2019	Year to Date Average	
Alice Shaw	96.90%	96.50%	96.01%	95.80%	93.45%	95.26%	95.65%	
Joe Nightingale	97.05%	96.15%	95.51%	95.73%	94.78%	93.63%	95.48%	
Patterson Road	97.44%	97.19%	96.06%	95.90%	94.99%	95.10%	96.11%	
Pine Grove	97.56%	97.43%	96.81%	96.55%	94.69%	94.61%	96.28%	
Ralph Dunlap	97.19%	97.08%	96.59%	96.01%	95.04%	94.95%	96.14%	
Olga Reed	96.54%	96.85%	97.04%	96.35%	94.12%	94.32%	95.87%	
Lakeview	97.42%	96.42%	95.61%	95.44%	93.75%	94.71%	95.56%	
OJHS	97.39%	96.69%	95.53%	95.41%	94.83%	94.24%	95.68%	
OAHS	97.75%	96.51%	96.51%	96.37%	95.47%	99.12%	96.96%	
OAK8 & IS	97.06%	98.34%	96.76%	94.71%	94.49%	94.92%	96.05%	(month 6 is only OAK-8)
District-wide Monthly Average	97.23%	96.92%	96.24%	95.83%	94.56%	95.09%	95.98%	

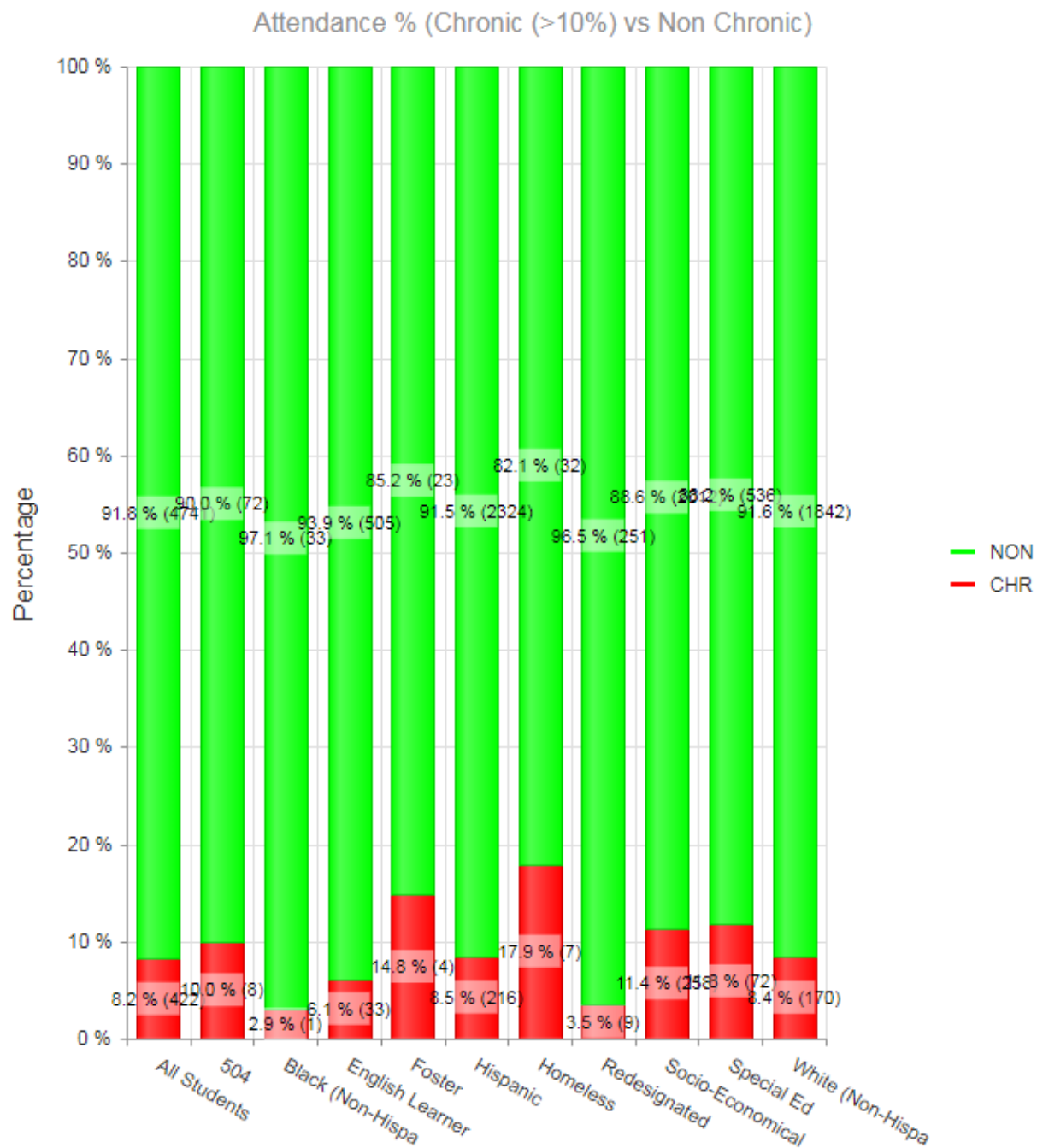
Chronic Absenteeism

Student data is now reported as part of the California Dashboard. For the first time in the fall of 2018, student groups were assigned a color based on their status and growth. Absences of 10% or more of total student days is considered to be “chronically truant”.





As of April 17, 2019, student groups with chronically absent students are listed below:



Currently, the District offers Check, Connect, & Respect, an evidence-based truancy prevention program at each of our elementary schools through Fighting Back Santa Maria Valley. A staff mentor focuses on students who have attendance/truancy issues and are identified as struggling academically, behaviorally and/or socially/emotionally. This mentor also works with the family to improve attendance as well as address other issues that may be affecting the

student's ability to have positive attendance in school. This program has been very successful, however there are more students who could potentially benefit from it who have been excluded due to lack of resources.

Surveys of school stakeholders indicate only a moderate desire to increase student engagement rates (attendance).

Survey on LCAP Priorities	
Priority: Increase student engagement	
<i>Year</i>	<i>% Identifying as "High" Priority</i>
2016	63%
2017	63%
2018	61%
2019	70%

Middle School Dropout Rates

The most recent data available reflects the following dropout information by grade for the Orcutt Union School District:

	Grade 7 Dropout	Grade 8 Dropout
District	0	0
Lakeview Junior High	0	0
Olga Reed Elementary	0	0
Orcutt Junior High	0	0

**Table 1 2016-17 data from DataQuest*

Additional needs/areas of concern in this area include:

- Investigate a positive attendance incentive program (with frequent feedback/incentives) to celebrate positive attendance (iMovie of perfect attendance students, front of the line pass, etc.)
- Communicate to parents the importance of regular attendance
- Utilize the bilingual community liaison to work with the families of EL students struggling with attendance
- Share information with parents about the importance of full-day attendance and not pulling students from class early
- Investigate additional ways to communicate attendance/tardy information to parents (texting)
- Investigate offering breakfast at the junior high school to increase student attendance and reduce tardies
- Offer training to teachers on the use of Aeries Analytics and the California Dashboard
- Communicate with parents and families about the importance of regular attendance for the full school day

- Investigate effectiveness of SARB program
- Investigate possibility of offering a breakfast program for bussed students (sack to go) or breakfast offering at nutrition break/first recess
- Ensure new teachers understand how to use Aeries and dashboard to monitor student attendance and school climate data

School Climate (SBE Priority 6)

Student Suspension/Expulsion

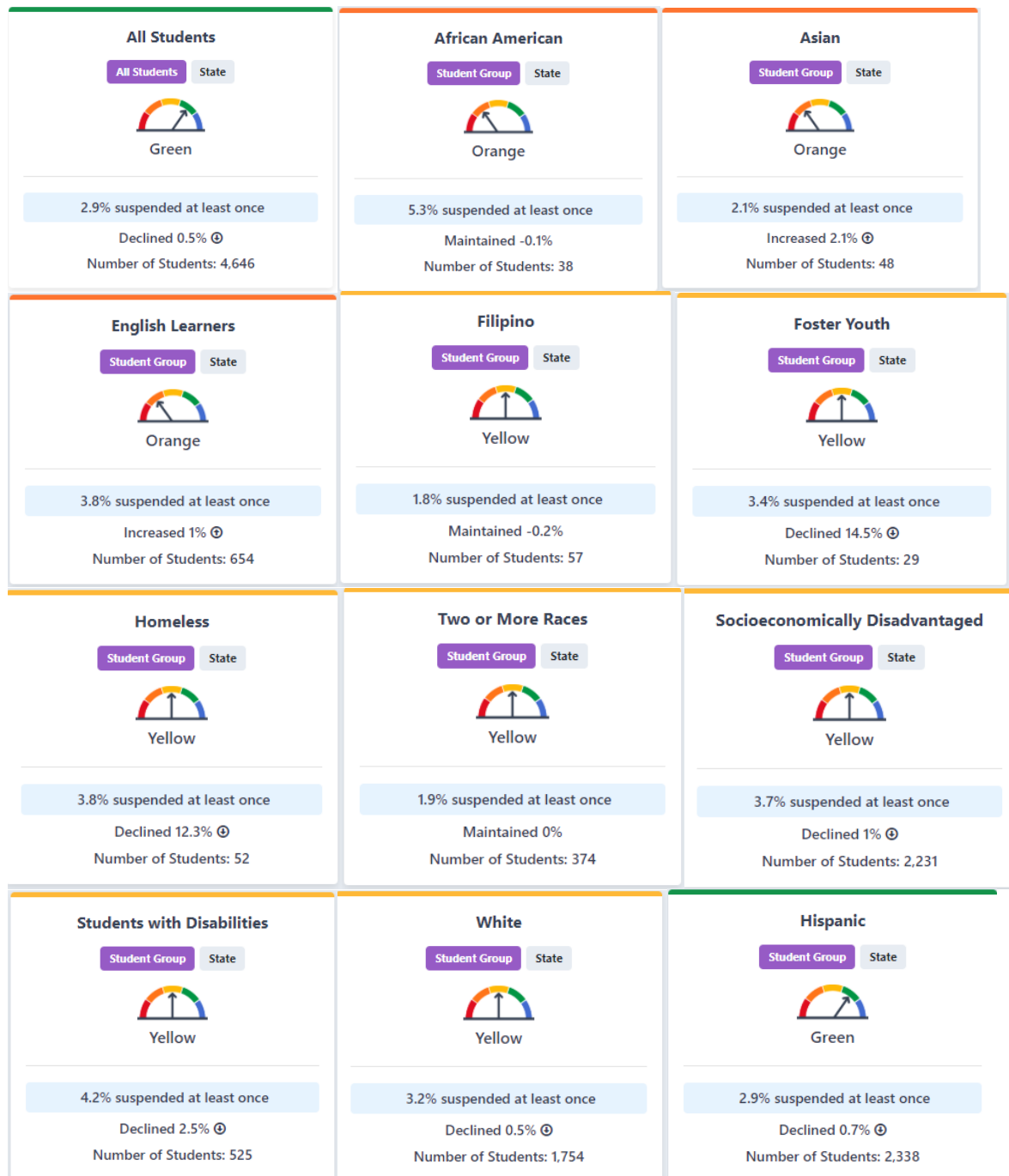
The district-wide suspension rate for the 2017-18 school year was 2.7%, a decrease from the prior year of .4%. The Board of Education will expel students from the district when warranted, however the Board of Trustees also exercises the option (when appropriate) to suspend student expulsions and allow students to continue to attend school within the District in conjunction with a mutually agreed upon plan to address behavior, academic, and attendance issues that may exist. The District's expulsion rate for the 2017-18 school year was 0%, which is lower than both Santa Barbara County and the State of California.

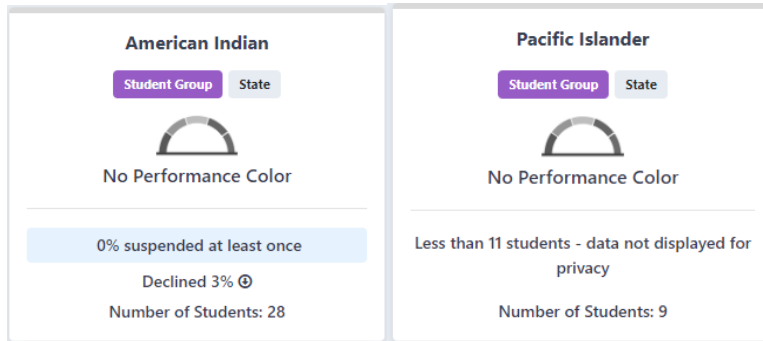
Data does vary by school site for suspension as noted by the following information reported in DataQuest for the 2017-18 school year:

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Alice Shaw Elementary	643	8	7	1.1%	85.7%	14.3%
Joe Nightingale Elementary	792	26	16	2.0%	75.0%	25.0%
Lakeview Junior High	565	62	45	8.0%	73.3%	26.7%
Olga L. Reed Elementary	219	8	4	1.8%	50.0%	50.0%
Orcutt Academy Charter	831	18	15	1.8%	86.7%	13.3%
Orcutt Junior High	588	51	41	7.0%	82.9%	17.1%
Patterson Road Elementary	687	10	8	1.2%	87.5%	12.5%
Pine Grove Elementary	557	16	12	2.2%	83.3%	16.7%
Ralph Dunlap Elementary	629	4	3	0.5%	66.7%	33.3%

Report Totals

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Orcutt Union Elementary	5,456	203	150	2.7%	78.0%	22.0%
Santa Barbara County	72,522	3,690	2,393	3.3%	72.6%	27.4%
Statewide	6,384,919	363,406	223,867	3.5%	69.4%	30.6%





An analysis of the California Dashboard Suspension Rate Report for 2018 revealed an increase in suspension rates for Asian and English learner student groups, all other groups declined from the suspension rate the prior year.

In the fall of 2018, Orcutt Union School District students in grades 5 and 7 participated in the California Healthy Kids Survey (CHKS), a comprehensive, youth risk behavior and resilience survey. The results are shared below along with the results from the last administration of the test which occurred during the same time of year in 2016:

Results from Grade 5 in 2016:

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Table
School Engagement and Supports		
School connectedness (high)	65	A4.3
Academic motivation (high)	52	A4.3
Caring adult relationships (high)	71	A4.2
High expectations (high)	72	A4.2
Meaningful participation (high)	19	A4.2
School Safety		
Feel safe at school [†]	83	A7.1
Been hit or pushed	41	A7.2
Mean rumors spread about you	45	A7.2
Been called bad names or mean jokes made about you	43	A7.2
Saw a weapon at school [‡]	13	A7.4
Disciplinary Environment		
Students well-behaved [†]	60	A6.2
Students treated fairly when break school rules [†]	64	A6.1
Students treated with respect [†]	88	A6.1
Lifetime Substance Use		
Alcohol or drug use	17	A9.1
Cigarette smoking	0	A10.1
E-cigarette	1	A10.1

Notes: Cells are empty if there are less than 10 respondents.

[†]Combines "Most of the time" and "All of the time." [‡]Past 12 months.

Results from Grade 5 in 2018:

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Table
School Engagement and Supports		
School connectedness [†]	75	A4.4
Academic motivation [†]	90	A4.4
Caring adults in school [†]	75	A4.3
High expectations-adults in school [†]	89	A4.3
Meaningful participation [†]	44	A4.3
Facilities upkeep [†]	77	A4.11
Parent involvement in schooling [†]	82	A8.2
Social and emotional learning supports [†]	76	A5.1
Anti-bullying climate [†]	75	A7.6
School Safety		
Feel safe at school [†]	82	A7.1
Been hit or pushed	42	A7.2
Mean rumors spread about you	46	A7.2
Called bad names or target of mean jokes	47	A7.2
Saw a weapon at school [¶]	16	A7.5
School Disciplinary Environment		
Students well behaved [†]	55	A6.4
Students treated fairly when break rules [†]	63	A6.1
Students treated with respect [†]	86	A6.1
Substance Use and Mental Health		
Alcohol or drug use	20	A9.1
Marijuana use	1	A9.1
Cigarette use	0	A10.1
E-cigarette use	1	A10.1
Experienced sadness [†]	16	A11.4

Notes: Cells are empty if there are less than 10 respondents.

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

[¶]Past 12 months.

Results from Grade 7 in 2016:

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness (high)	72	68	73	–	A4.5
Academic motivation (high)	48	36	35	–	A4.5
Truant more than a few times [†]	2	2	3	–	A4.2
Caring adult relationships (high)	42	47	47	–	A4.4
High expectations (high)	60	57	55	–	A4.4
Meaningful participation (high)	16	15	23	–	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	78	78	83	–	A5.1
Experienced any harassment or bullying [‡]	33	43	29	–	A5.2
Had mean rumors or lies spread about you [†]	39	40	31	–	A5.3
Been afraid of being beaten up [†]	18	9	4	–	A5.4
Been in a physical fight [†]	11	4	3	–	A5.4
Seen a weapon on campus [†]	13	8	9	–	A5.6
Been drunk or “high” on drugs at school, ever	1	3	10	–	A6.10
Mental and Physical Health					
Current alcohol or drug use [‡]	6	10	19	–	A6.4
Current binge drinking [‡]	0	2	6	–	A6.4
Very drunk or “high” 7 or more times	0	2	14	–	A6.6
Current cigarette smoking [‡]	0	3	2	–	A7.3
Current electronic cigarette use [‡]	2	2	8	–	A7.3
Experienced chronic sadness/hopelessness [†]	21	30	28	–	A8.4
Considered suicide [†]	na	19	13	–	A8.5

Notes: Cells are empty if there are less than 10 respondents.

[†]Past 12 months; [‡]Past 30 days; na—Not asked of middle school students.

Results from Grade 7 in 2018:

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness [†]	62	70	64	–	A4.6
Academic motivation [†]	74	73	64	–	A4.6
Chronic truancy (twice a month or more often) [§]	2	3	3	–	A4.2
Caring adult relationships [‡]	58	61	70	–	A4.5
High expectations [†]	74	75	79	–	A4.5
Meaningful participation [†]	27	25	27	–	A4.5
Facilities upkeep [†]	41	69	58	–	A4.13
Parent involvement in school [†]	57	56	54	–	A4.6
School Safety					
School perceived as very safe or safe	57	72	72	–	A5.1
Experienced any harassment or bullying [§]	41	39	24	–	A5.2
Had mean rumors or lies spread about you [§]	45	39	37	–	A5.3
Been afraid of being beaten up [§]	26	9	7	–	A5.4
Been in a physical fight [§]	14	8	4	–	A5.4
Seen a weapon on campus [§]	16	14	13	–	A5.6
Substance Use and Mental Health					
Current alcohol or drug use [¶]	8	12	24	–	A6.5
Current marijuana use [¶]	3	10	11	–	A6.5
Current binge drinking [¶]	2	5	8	–	A6.5
Very drunk or “high” 7 or more times, ever	1	7	10	–	A6.7
Been drunk or “high” on drugs at school, ever	2	10	10	–	A6.9
Current cigarette smoking [¶]	2	3	0	–	A7.3
Current electronic cigarette use [¶]	5	9	7	–	A7.3
Experienced chronic sadness/hopelessness [§]	32	40	41	–	A8.4
Considered suicide [§]	18	26	21	–	A8.5

Notes: Cells are empty if there are less than 10 respondents.

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

[§]Past 12 months.

[¶]Past 30 days.

Compared to the results of the Fall 2016 CHKS, the results of the Fall 2018 CHKS show growth across all areas of “Student Engagement and Supports” categories in grades 5 and 7 (school connectness, academic motivation, caring adult relationships, high expectations, and meaningful participation) with one exception, 7th grade students saw a decrease in school

connectedness by 10%. This data is comparing different groups of students. When the data is analyzed using the same group of students (i.e. 2016 5th grade results as compared to 2018 7th grade results), a decrease in school connectedness (-3%) and a decrease in caring adult relationships (-13%) which is concerning. Only 58% of seventh grade students felt they had a caring adult relationship at school, a decrease from 71% reported in 2016 by the same group of students and only 75% of fifth grade students reported the same. The lowest area by far was the number of students that reported meaningful participation in school with only 44% of fifth grade students and 27% of seventh grade students in 2018. While this is an increase from 2016 (19% and 16%), it is still low.

The recent trend in student use of electronic tobacco and cannabis products has caused us to share here CHKS questions that pertain to tobacco and marijuana use. While we do not see a sizeable number of students using them in the fall, our student discipline data is indicating an increase throughout the course of the year. This data is reported by school site:

Orcutt Junior High School

Table A7.1
Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Table
Use Prevalence and Patterns		
Ever smoked a whole cigarette	2	A7.2
Current cigarette smoking [†]	2	A7.3
Current cigarette smoking at school [†]	0	A7.4
Ever tried smokeless tobacco	2	A7.2
Current smokeless tobacco use [†]	1	A7.3
Current smokeless tobacco use at school [†]	0	A7.4
Ever used electronic cigarettes	8	A7.2
Current use of electronic cigarettes [†]	6	A7.3
Current use of electronic cigarettes at school [†]	3	A7.4
Attitudes and Correlates		
Harmfulness of occasional cigarette smoking [‡]	32	A7.5
Harmfulness of smoking 1 or more packs/day [‡]	62	A7.5
Difficulty of obtaining cigarettes [§]	14	A7.7

Notes: Cells are empty if there are less than 10 respondents.

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

Olga Reed School

Table A7.1*Summary of Key CHKS Tobacco Indicators*

	Grade 7 %	Table
Use Prevalence and Patterns		
Ever smoked a whole cigarette	0	A7.2
Current cigarette smoking [†]	0	A7.3
Current cigarette smoking at school [†]	0	A7.4
Ever tried smokeless tobacco	0	A7.2
Current smokeless tobacco use [†]	0	A7.3
Current smokeless tobacco use at school [†]	0	A7.4
Ever used electronic cigarettes	14	A7.2
Current use of electronic cigarettes [†]	8	A7.3
Current use of electronic cigarettes at school [†]	0	A7.4
Attitudes and Correlates		
Harmfulness of occasional cigarette smoking [‡]	50	A7.5
Harmfulness of smoking 1 or more packs/day [‡]	57	A7.5
Difficulty of obtaining cigarettes [§]	46	A7.7

Notes: Cells are empty if there are less than 10 respondents.

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

Lakeview Junior High School

Table A7.1***Summary of Key CHKS Tobacco Indicators***

	Grade 7 %	Table
Use Prevalence and Patterns		
Ever smoked a whole cigarette	2	A7.2
Current cigarette smoking [†]	1	A7.3
Current cigarette smoking at school [†]	0	A7.4
Ever tried smokeless tobacco	1	A7.2
Current smokeless tobacco use [†]	0	A7.3
Current smokeless tobacco use at school [†]	1	A7.4
Ever used electronic cigarettes	8	A7.2
Current use of electronic cigarettes [†]	4	A7.3
Current use of electronic cigarettes at school [†]	2	A7.4
Attitudes and Correlates		
Harmfulness of occasional cigarette smoking [‡]	44	A7.5
Harmfulness of smoking 1 or more packs/day [‡]	61	A7.5
Difficulty of obtaining cigarettes [§]	12	A7.7

Notes: Cells are empty if there are less than 10 respondents.

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

Another troubling data point is the percent of students report they have seriously considered attempting suicide over the past 12 months which correlates with the increase in threat assessments conducted this school year as compared to the prior year.

Orcutt Junior High School

Table A8.5***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 7 %
No	83
Yes	17

Question HS A.125/MS A.115: During the past 12 months, did you ever seriously consider attempting suicide?

Note: Cells are empty if there are less than 10 respondents.

Olga Reed School

Table A8.5***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 7 %
No	100
Yes	0

Question HS A.125/MS A.115: During the past 12 months, did you ever seriously consider attempting suicide?

Note: Cells are empty if there are less than 10 respondents.

Lakeview Junior High

Table A8.5***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 7 %
No	81
Yes	19

Question HS A.125/MS A.115: During the past 12 months, did you ever seriously consider attempting suicide?

Note: Cells are empty if there are less than 10 respondents.

Beginning with the 2017-18 school year, Orcutt Union School District hired full time counselors to provide individual and group counseling as well as support services for identified students. Counselors employed by the district provide small group and individual counseling for education related concerns (issues impacting learning in the classroom). If the need for more intensive counseling is recommended, the counselors work with local counseling agencies to ensure families have access to licensed counselors to receive support and/or services. If a student is threatening to harm themselves or others, the school psychologist and site administrator conduct a threat assessment and work with the parent and/or local mental health agency to ensure the student receives needed support/services. Support by a behavior specialists was increased to full time in the 2018-19 school year. This person is now a full time district employee and provides support to administrators, teaching staff, students, and parents in need of individual or small group support to be successful behaviorally in all school settings.

Surveys of stakeholders indicate a strong desire to maintain a positive school climate (increase sense of safety and school connectedness and reduce suspensions and expulsions) in the Orcutt Union School District.

Survey on LCAP Priorities Priority: Maintain a positive school climate	
<i>Year</i>	<i>% Identifying as "High" Priority</i>
2016	79%
2017	76%
2018	89%
2019	86%

Additional needs/areas of concern in this area include:

- Additional programs to support conflict resolution and leadership such as the Safe School Ambassadors Program, Friend Mediators, etc.
- Social media education for students, parents, and staff
- Education for students on vaping (4th-12th)
- Continue implementation of Positive Behavior Intervention System (PBIS) in elementary and junior high schools
- Identify community resources available for families/students
- Provide professional development on gender identity education
- Professional development for teachers and explore additional ways to develop the "40 Developmental Assets" in students
- Provide opportunities for students to interact on campus (buddy bench, extracurricular activities, service clubs, etc.)
- Improve environmental aesthetics (murals, flags, concrete paintings)
- Professional development or training for administrators and office staff in the use of suspension codes across the district so data is comparable
- Increase school connectedness through extracurricular activities and use of social stories
- Increase counselors to reduce student: counselor ratio
- Identify more opportunities for community support (high school tutors at junior high and elementary sites)
- Provide professional development on trauma-informed practices for administrators, teachers, and staff
- Increase student involvement and empower their voice with strategies to improve school climate



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



\$3,205,393

\$34,165,347

Base S & C

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.	<u>X</u> 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	<u>X</u> 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)	<u>X</u> 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.	<u>X</u> 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.	<u>X</u> 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.	<u>X</u> 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)	<u>X</u> 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.	<u>X</u> 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>	X All Schools
Increase support services and resources for English Learners, foster youth, and low-income students through a designated coordinator	X All Schools
Implement a 21st Century School-Home Communication Platform to facilitate everyday communication, meaningful interaction and encourage participation in decision making with stakeholders	X All Schools
<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>	Specific Schools: Joe Nightingale Elementary, Patterson Road Elementary, Pine Grove Elementary, Ralph Dunlap Elementary, Alice Shaw Elementary, Olga Reed School
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.	Specific Schools: Olga Reed School, Lakeview Junior High School, Orcutt Junior High School

LCAP MEASURES

 We want to maintain:	 We want to increase:	 We want to decrease:
<p>Low Level of Expulsions Low Level of Teacher Misassignment Facilities with Good Ratings</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>Chronic Absenteeism Suspensions</p>

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