LCFF Budget Overview for Parents

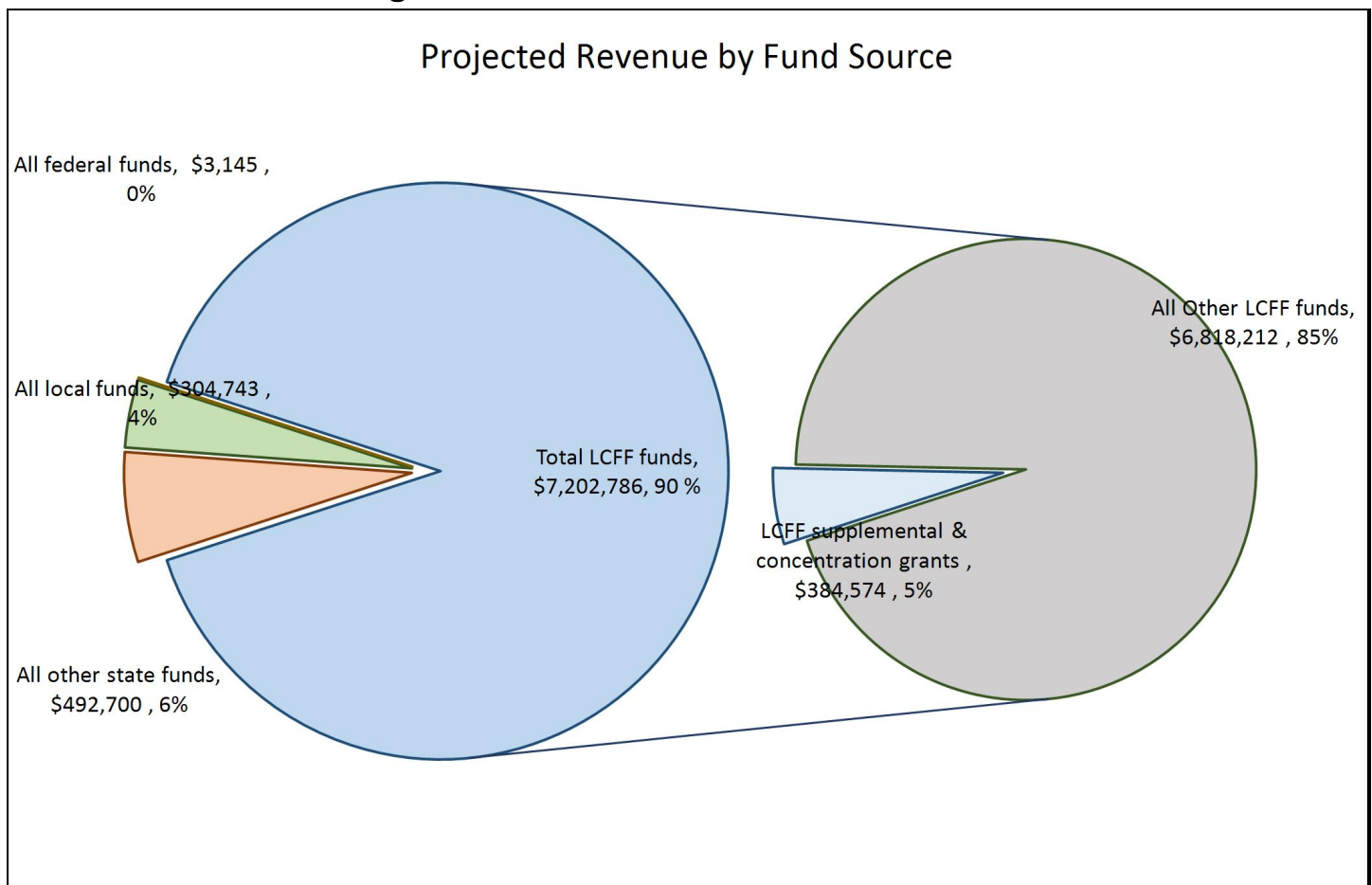Local Educational Agency (LEA) Name: Orcutt Academy Charter School

CDS Code: 42692600116434

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

LEA contact information: Joseph Dana, Director of Charter Programs

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

Projected Revenue by Fund Source

All federal funds, $3,145, 0%

All Other LCFF funds, $6,818,212, 85%

All local funds, $304,743, 4%

Total LCFF funds, $7,202,786, 90 %

LCFF supplemental & concentration grants, $384,574, 5%
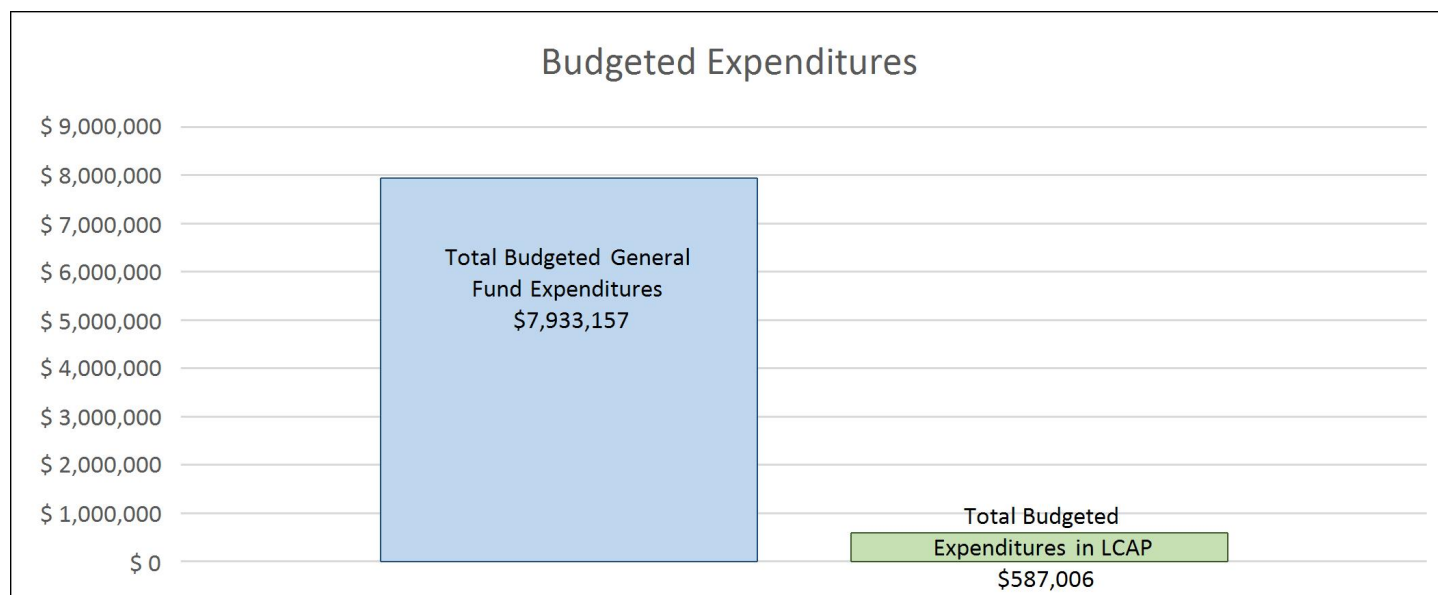
All other state funds, $492,700, 6%

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

The total revenue projected for Orcutt Academy Charter School is $8,003,374, of which $7,202,786 is Local Control Funding Formula (LCFF), $492,700 is other state funds, $304,743 is local funds, and $3,145 is federal funds. Of the $7,202,786 in LCFF Funds, $384,574 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.

Budgeted Expenditures

Total Budgeted General Fund Expenditures
$7,933,157

Total Budgeted Expenditures in LCAP
$587,006

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

Orcutt Academy Charter School plans to spend $7,933,157 for the 2019-20 school year. Of that amount, $587,006 is tied to actions/services in the LCAP and $7,346,151 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not accounted for within the LCAP include expenditures for certificated and Classified salaries and benefits, supplies, and consultant services.

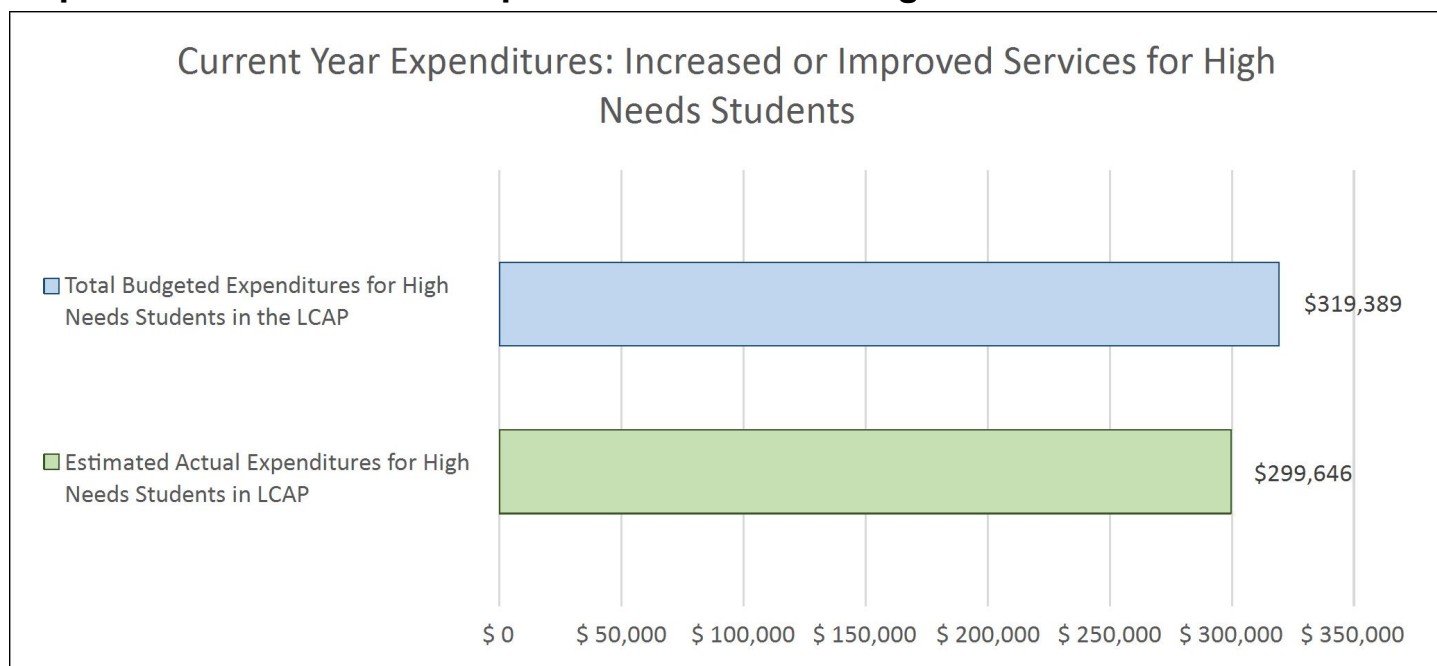## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Orcutt Academy Charter School is projecting it will receive $384,574 based on the enrollment of foster youth, English learner, and low-income students. Orcutt Academy Charter School 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 Academy Charter School plans to spend $325,219 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:
The Orcutt Academy will increase or improve services for high needs students in multiple ways, including some that do not require LCFF supplemental funding. The most significant improvements planned for 2019-2020 are (1) implementation of the PSAT as an assessment given to all OAHS students in grades 9, 10, and 11; (2) implementing the PBIS program at OAK-8; (3) taking a more assertive approach to student "vaping" of tobacco and cannabis products; and (4) implementing a schoolwide approach to mental health issues and stress at OAHS.

LCFF Budget Overview for Parents

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

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$319,389
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$299,646

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

This chart compares what Orcutt Academy Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orcutt Academy Charter School 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 Academy Charter School's LCAP budgeted $319,389 for planned actions to increase or improve services for high needs students. Orcutt Academy Charter School estimates that it will actually spend $299,646 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-19,743 had the following impact on Orcutt Academy Charter School's ability to increase or improve services for high needs students: Actions listed in the 2018 Orcutt Academy LCAP were all implemented with the exception of some planned technology purchases. The most significant ways in which OA increased or improved services for high needs students in 2018-2019 were (1) the introduction of Professional Learning Community (PLC) time for TK-8 teachers to collaborate around Tier 1 instruction, (2) improved efforts in English Language Development (ELD) for English Learners at both OAK-8 and OAHS, (3) improvements in academic intervention, (4) improvements in technology access, and (5) expanded use of Parent Square for school-home communication.
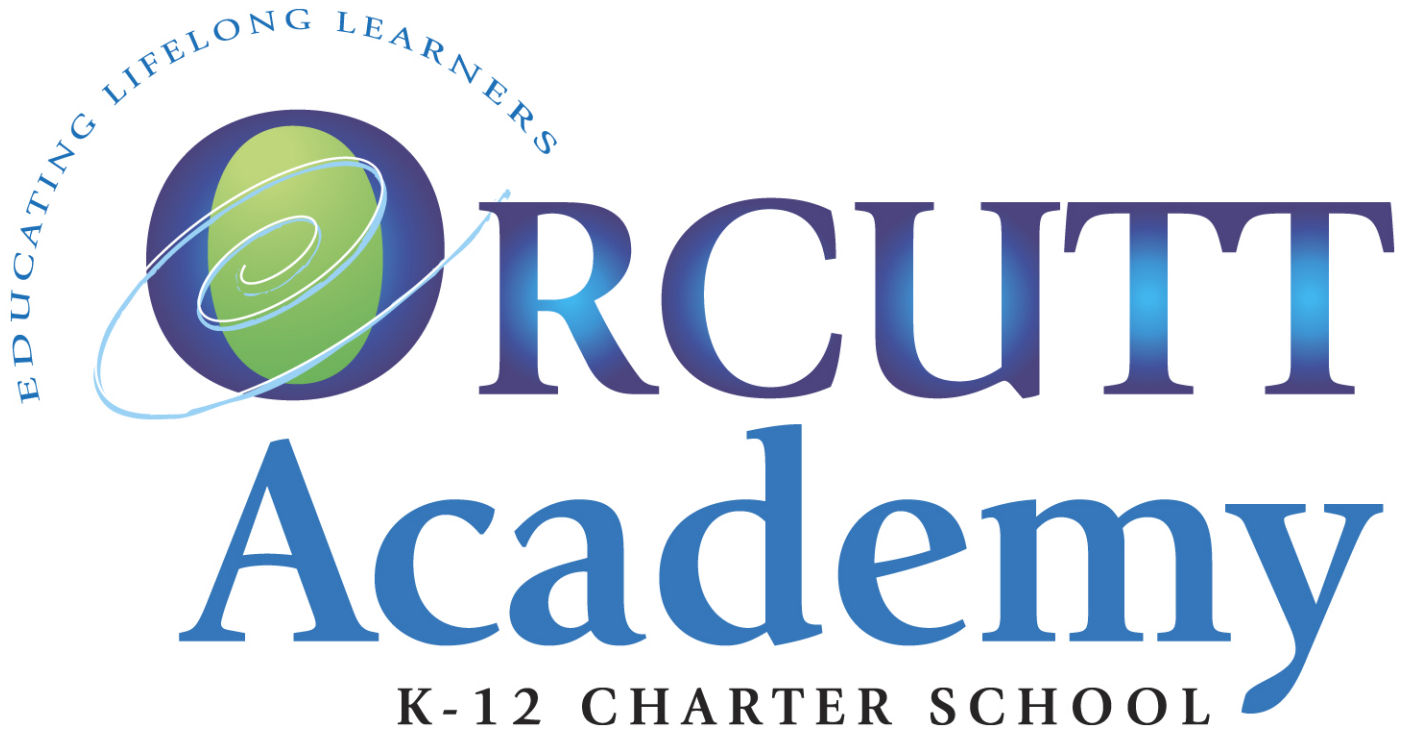
Local Control Accountability Plan and Annual Update (LCAP) Template

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	Contact Name and Title	Email and Phone
Orcutt Academy Charter School	Joseph Dana Director of Charter Programs	jdana@orcutt-schools.net 805.938.8934

2017-20 Plan Summary

The Story

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

The Orcutt Union School District is headquartered in Orcutt, a community in the unincorporated area of Santa Barbara County, just south of the city of Santa Maria. The district also has campuses in the small rural communities of Los Alamos, which is approximately 15 miles south of Orcutt, and Casmalia, which is approximately 7 miles southwest. Orcutt is within 15 miles of the Western Space Complex located at Vandenberg Air Force Base. Local industries include aerospace, farming,

manufacturing, oil production, health services, other service-related occupations, and a growing number of small and large commercial businesses.

The Orcutt Academy is a public charter school that is chartered and operated by the Board of Trustees of the Orcutt Union School District. The Orcutt Academy operates under its own distinct County/District/School (CDS) number and designated Charter number (#967). Students take the same statewide assessments and the school is subject to the same accountability measures as other public schools and districts. The Orcutt Academy uses thematic learning strategies in grades TK-8 that transition to college preparatory and concurrent college enrollment opportunities at the high school level.

The school has been successful on many levels. It has strong student assessment results, an ever-substantial number of students and families seeking to enroll, and a recently-earned six-year accreditation term from the Western Association of Schools and Colleges (WASC). In Fall 2013, the Orcutt Union School District Board of Trustees received a California School Boards Association Golden Bell Award for its leadership and initiative in envisioning, launching, and operating Orcutt Academy High School. In Spring 2015 and Spring 2017, Orcutt Academy High School achieved a "Silver" rating from U.S. News & World Report, distinguishing it one of the top high schools and charter high schools in the nation (it currently has a 91.41 overall rating with U.S. News & World Report, putting it No. 1,481 among high schools nationwide and No. 223 among California high schools). OAHS also has been designated as a Gold Medal School for the Get Focused...Stay Focused! curriculum.

Located on three sites, the Orcutt Academy includes classroom-based learning on two separate campuses and an independent study program in a third location. As of this writing, the school has 587 students enrolled at its high school in Old Orcutt, 136 at its TK-8 campus in Los Alamos, and 57 in its K-8 independent study program in Casmalia, for a total of 780 students overall. Unlike other schools in the Orcutt Union School District, the Orcutt Academy must recruit every student. This has created a business model that puts customer satisfaction in the forefront, with the success and survival of the Orcutt Academy depending on positive reviews from students, parents, and the community. The entire staff, TK-12, has embraced this concept, as demonstrated by the positive feedback on school climate surveys from all stakeholders and consistent interest in enrollment.

Students attending the Orcutt Academy come from a cross-section of socioeconomic levels, cultural backgrounds, family structures, and locations. The ethnic composition of the school is approximately 53.6% Anglo, 34.8% Hispanic, 3.7% Two or More Races, 3.5% Asian, 1.8% Filipino, 0.6% Black or African American, 0.6% American Indian or Alaskan Native, and 0.5% Native Hawaiian or Pacific Islander (0.8% did not report an ethnicity). Most students reside within the Orcutt Union School District, but students also come from Santa Maria, Guadalupe, Nipomo, Los Alamos, Casmalia, and Lompoc.

LCAP Highlights

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

The Orcutt Academy charter school will offer multiple services and programs in support of LCAP goals and the Orcutt Union School District Strategic Plan. Highlights of the LCAP include the following:
- Continued support for teacher collaboration in the form of Professional Learning Communities

- Continued support from Teachers on Special Assignment (TOSAs) with standards implementation, assessment, academic intervention, and professional development
- Improving the universal screening assessment process in association with the efforts of the district's Multi-Tiered Systems of Support (MTSS) Task Force; this will include implementation of the PSAT as a schoolwide assessment measure in grades 9-11
- Targeted academic intervention in multiple forms: through the SIPPS intensive reading intervention program at the K-8 campus, through the Specialized Instruction (SPIN) period and afterschool support classes at the high school, and through afterschool reading and math support instruction at the independent study campus
- Continued efforts to improve technology access and make classroom technology use more innovative
- Continued emphasis of the Get Focused...Stay Focused! curriculum at the high school, as this curriculum has given students a personally-developed plan for postsecondary and career success that provides direction and motivation
- Continued emphasis of both guidance and social/emotional counseling in support of unduplicated students and all students
- Continued and expanded use of the Parent Square platform for school-home communication

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

Based on stakeholder input and an analysis of all available data, the Orcutt Academy's greatest progress can be found in the following areas:
- Strong student CAASPP results in 11th grade and results that generally increase as grade levels progress
- High rates of graduating seniors meeting University of California a-g requirements (the Class of 2019 rate of 89% is the school's highest ever)
- High attendance rates at the K-8 and high school campuses
- High (100%) graduation rates at the high school
- High rates of high school students being able to identify a college major they are interested in; this sense of personal direction is fostered by the Get Focused...Stay Focused! curriculum
- Multiple opportunities for high school students to obtain college credit while taking courses on their campus
- Opportunities for cocurricular and extracurricular activities at the high school, including the Robotics Team
- Productive teacher collaboration via Professional Learning Communities at the K-8 and high school campuses
- Improvements in universal screening of K-8 students for academic progress
- Improvements in academic intervention, especially with the implementation of the SIPPS intensive reading intervention program on the K-8 campus

- Improved technology access and more transformative uses of classroom technology at all Orcutt Academy sites
- High levels of enrollment interest in the Orcutt Academy

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

The Orcutt Academy does not have any California School Dashboard indicators in which overall performance is in the "Red" or "Orange" category. That said, we do have some subgroups that are "Orange":
- English/Language Arts performance by Hispanic students (7.7 points below standard; declined 20.7 points from 2016-2017). K-8 and high school staff have prioritized academic vocabulary and citing evidence in Tier 1 (initial classroom) instruction. These priorities will help students in this subgroup across the curriculum but certainly in E/LA.
- Math performance by Socioeconomically Disadvantaged students (27.4 points below standard; maintained 2.2 points from 2016-2017). Math has remained an emphasis for the K-8 campus, as it has continued math concepts and procedures as a focus area for Tier 1 instruction this school year in an effort to improve CASSPP results in 2019. OA Independent Study has continued to provide after-school math support for students in need of extra help. The OAHS Math Department has developed a math assessment that has helped with systematic identification of students for math intervention.
- College/Career Ready performance by Hispanic students (48.8% prepared; declined 10/7% from 2016-2017). OAHS counselors closely track this subgroup as students progress toward taking Advanced Placement and college entrance examinations and completion of University of California A-G requirements. This year's graduating class is 89% UC A-G compliant, so it is anticipated that this subgroup will show improvement in 2019.
- Chronic Absenteeism by Hispanic students (5.8% chronically absent; increased 0.9% from 2016-2017). The K-8 and high school campuses have tightened attendance accountability and expanded communication to families regarding chronic (>10%) absenteeism. It is expected that these measures will elicit improvement in 2019.
- Suspension rate for Socioeconomically Disadvantaged students (3.1% suspended at least once; increased 2.1% from 2016-2017) and Students with Disabilities (3.8% suspended at least once; 2.3% increased from 2016-2017). As detailed in the LCAP Needs Assessment, suspensions have increased in 2018-2019, primarily due to a dramatically increased incidence of students using electronic tobacco and cannabis products ("vaping"). The school and district responded quickly to this, as both staff trainings and parent education nights on the topic were scheduled, but suspensions continued. Accordingly, it is expected that vaping will remain a critical issue in 2019-2020.

In addition to these needs, other critical needs have been identified by stakeholders:
- Student mental health. The Fall 2018 California Healthy Kids Survey showed high levels of students who have experienced chronic sadness/hopelessness (45% in grade 7, 40% in grade 9, 41% in grade 11) and students who have considered suicide (36% in grade 7, 26% in grade 9, 21% in grade 11). Counselors at the K-8 and high school campuses are working to address social-emotional needs and are referring students to outside counseling

as needed. Even so, the percentages from the CHKS point to a need for schoolwide approaches to address student mental health.

- Increased technology access. The student-to-technology ratio on our sites has dropped considerably, and yet as teachers and students engage in 21st Century Learning practices they are seeking even more technology availability. Devices on campus range from laptops to Chromebooks to iPads, and there are times when a certain kind of device is better suited than others for the learning task. Additionally, campus Internet bandwidth needs to be improved at the Los Alamos (OAK-8) and Casmalia (OAIS) sites.
- Course access. The high school is in need of Career Technical Education (CTE) opportunities for its students. Three years ago the high school was part of a consortium to earn a CTE Incentive Grant to establish a pathway of courses in the industry of engineering/advanced manufacturing. Unfortunately, due to problems with teacher recruitment and the tightening of budget support from the state, the consortium needed to return the funds and end grant efforts. Nevertheless, the vision of CTE offerings persists. The high school's strong partnership with Allan Hancock College may be able to assist with this in the future.
- Data on high school student achievement. Although 11th grade CAASPP achievement has been strong and the school fares well on other tests (AP, SAT, ACT, etc.), the high school needs more data points to monitor student progress in English/language arts and math over time from 9th through 12th grade. The OAHS Leadership Team has developed a plan to utilize the Preliminary Scholastic Aptitude Test (PSAT) as an assessment measure for grades 9-11.

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

In English/Language Arts, the performance by Hispanic students earned an Orange rating, two levels below the performance of All Students, which earned a Green rating. This was detailed in the previous section on "Greatest Needs."

In Mathematics, the performance of Socioeconomically Disadvantaged students earned an Orange rating, two levels below the performance of All Students, which earned a Green rating. This was detailed in the previous section.

In the College/Career Ready category, the performance of Hispanic students earned an Orange rating, two levels below the performance of All Students, which earned a Green rating. This was detailed in the previous section.

In the Chronic Absenteeism category, the performance of Hispanic students earned an Orange rating, two levels below the performance of All Students, which earned a Green rating. This was detailed in the previous section.

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.

The school has not 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

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, Orcutt Academy Charter Mission and Elements 1, 2, 3

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP – E/LA % Students met/ exceeded standard **18-19** Increase student performance for all students and each subgroup by 2% each year in the area of E/LA as measured by the CAASPP and reported on the California School Dashboard **Baseline** 2016 CAASPP Results (% proficient or above, grades 3-8 and 11) 69% All Students 23% English Learners 56% Low SES N/A Foster Youth 31% SPED	2018 CAASPP Results (% proficient or above, grades 3-8 and 11) 56.3% All Students N/A English Learners 45.8% Low SES N/A Foster Youth 14.3% SPED

Expected	Actual

Metric/Indicator
CAASPP – Math
% Students met/ exceeded standard

18-19
Increase student performance for all students and each subgroup by 2% each year in the area of Mathematics as measured by the CAASPP and reported on the California School Dashboard

Baseline
2016 CAASPP Results
(% proficient or above,
grades 3-8 and 11)
49% All Students
8% English Learner
37% Low SES
NA Foster Youth
0% SPED

2018 CAASPP Results
(% proficient or above,
grades 3-8 and 11)
45.0% All Students
N/A English Learner
33.3% Low SES
N/A Foster Youth
14.3% SPED

Metric/Indicator
University of California a-g compliance by graduating seniors

18-19
The percent of graduating seniors meeting UC a-g requirements will increase by 2% each year

Baseline
79%

89% for Class of 2019

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

18-19
At least one English Learner will be re-designated each year

Baseline
4.3% of district's English Learners were re-designated during 2016-2017 school year. One OA student was redesignated.

Three OA students who were English Learners were redesignated in 2018-2019. Meantime, 14% of the district's English Learners were re-designated, a total of 86 students.

Metric/Indicator
English Learner Progress

18-19

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

Expected	Actual
75% of English Learners will make progress toward English proficiency as reported on the California School Dashboard **Baseline** California School Dashboard 78.9% of English Learners (19 in number) made progress toward English proficiency	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%
Metric/Indicator % of Highly Qualified Teachers that are Appropriately Assigned **18-19** 100% of Orcutt Academy teachers will be highly qualified and appropriately assigned **Baseline** 2016-2017: All teachers are appropriately assigned and all but one highly qualified.	100% of Orcutt Academy teachers are highly qualified and appropriately assigned.
Metric/Indicator % of schools meeting all FIT requirements **18-19** 100% of Orcutt Academy campuses will meet FIT requirements **Baseline** 2016-2017: All Orcutt Academy campuses met FIT requirements	100% of OA campuses met FIT requirements for the 2018-2019 school year with at least an overall "good" rating.
Metric/Indicator % of students with access to instructional materials **18-19** 100% of OA students will have access to standards-aligned materials **Baseline** 2016-2017: 100% of OA students had access to district-adopted materials that were standards-aligned	100% of OA students have access to district-adopted materials that are standards-aligned.
Metric/Indicator % of students with access to required course of study **18-19** 100% of OA students will have access to required course of study **Baseline** 2016-2017: 100% of OA students had access to required course of study	100% of OA students have access to the required course of study

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 teaching the new Common Core 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 (TOSAs). In grades K-8, TOSAs will support OAK-8 and OA Independent Study with the implementation of Response to Intervention, targeted intervention, and best practices in effective instructional strategies for Tier 1 and Tier 2. TOSAs also will provide support for identification of and training in effective, research-based interventions. TOSA support will include one section of TOSA support from an OAHS math teacher. This teacher will provide support with adoption of new math materials, targeted intervention in math, and parent education.	A site-based TOSA continued to provide valuable support for students and teachers at the K-8 and K-8 independent study sites. Support has continued to encompass delivery of standards-aligned instruction, monitoring of student academic progress, development of academic interventions, and training in best practices for implementation of technology. Two new initiatives have been Tier 1 Professional Learning Communities (which the TOSA has supported) and the Los Alamos campus' ramp-up for implementation of Positive Behavioral Interventions and Supports (PBIS). At the high school the math TOSA has continued to support teachers with standards-aligned instruction, monitoring of academic progress, and development of academic interventions. The OAHS TOSA has been particularly helpful in supporting teachers new to the school.	1000-1999: Certificated Personnel Salaries Supplemental $2,200 1000-1999: Certificated Personnel Salaries Base $17,000	Site-based TOSA (Los Alamos) 1000-1999: Certificated Personnel Salaries Supplemental $2,000 Site-based TOSA (OAHS) 1000-1999: Certificated Personnel Salaries Base $17,672

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 district committee consisting of teachers and administration has made recommendations (Studies Weekly for grades K-5, TCI for grades 6-8) 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 2019-2020 school year.	History/Social Science Materials Adoption and Consumables/Materials Replacement LCFF $95,000	History/Social Science Materials Adoption 4000-4999: Books And Supplies Base $19,156.59

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Universal screenings, formative assessments and Multi-Tiered Systems 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, to use in placement for intervention/enrichment groups, and to monitor student progress. Data will also be utilized to	NWEA assessments in reading and math were administered three times a year to all students in grades 1-8. DIBELS was administered three times during the year to every student in grades K-3 and identified students in grades 4-8. NWEA and DIBELS results have been used for tracking of students' academic progress and to identify students for targeted intervention. OAHS did not administer reading and math tests schoolwide this school year but has identified the	5800: Professional/Consulting Services And Operating Expenditures Supplemental $2,625 5800: Professional/Consulting Services And Operating Expenditures Supplemental $3,150	DIBELS 5800: Professional/Consulting Services And Operating Expenditures Supplemental $1,063 NWEA 5800: Professional/Consulting Services And Operating Expenditures Supplemental $2,125.20

communicate information on student progress with parents and students. School-based assessments will include DIBELS in grades K-8, NWEA reading and math tests in grades 1-8, and tests to be determined in English and Math for grades 9-12.	Preliminary Scholastic Aptitude Test (PSAT) as an assessment to be given to all students in grades 9-11 in 2019-2020. PSAT results will provide longitudinal data on students' progress and can be utilized to identify students for intervention.

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 meeting the needs of at-risk students.	Professional Learning Community (PLC)/Leadership Team members have continued to receive a stipend in exchange for attending leadership team meetings, facilitating weekly PLC team meetings, making regular reports to administration, communicating leadership team decisions to the grade level/department PLC team, and other negotiated duties. The focus of the PLC team and Leadership Team meetings has been on student achievement and meeting the needs of at-risk students -- although this year, being a WASC accreditation year, the school's WASC self-study and action plan also have been emphasized. A new development at the K-8 campus was the implementation of two separate PLC meetings: a during-school "Tier 1" PLC meeting focused on initial classroom instruction and an afterschool "Tier 2" PLC meeting focused on analysis of data and development of academic	1000-1999: Certificated Personnel Salaries Supplemental $13,250	1000-1999: Certificated Personnel Salaries Supplemental $9,975

| | intervention and other student supports. | | |

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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,	The MTSS Task Force has continued its work, beginning with the implementation of reading intervention and supports. OAK-8 staff participated in training for the implementation of the Positive Behavioral Interventions and Supports (PBIS) system in 2019-2020. The district and OA have received grand funding to continue the work of the MTSS Task Force in 2019-2020.	1000-1999: Certificated Personnel Salaries Supplemental $525	

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
At OAK-8 and OAHS, identified students will receive targeted support through on-site interventions provided by the classroom teacher and the grade-level or departmental team (Tiers 1 and 2). OA Independent Study will continue to plan support center time in reading and mathematics following blended classes. OAHS will continue its implementation of a weekly Specialized Instruction (SPIN) period and afterschool intervention/tutoring classes. TOSAs will provide support for identification of and training in	At OAK-8 and OAHS, identified students have received targeted support through on-site interventions provided by the classroom teacher and the grade-level or departmental team (Tiers 1 and 2). OAK-8 has continued to offer SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) as an intensive reading intervention. OA Independent Study has continued to offer support center time in reading and mathematics following blended classes. OAHS has continued its implementation of a weekly Specialized Instruction (SPIN)	1000-1999: Certificated Personnel Salaries Supplemental $47,250	1000-1999: Certificated Personnel Salaries Supplemental 25,235

| effective, research-based interventions. | period and afterschool intervention/tutoring classes.

TOSAs have been instrumental in training teachers in effective, research-based interventions. |
| --- | --- |

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide designated and integrated ELD in the regular classroom setting utilizing the district adopted curriculum. Provide translation support for 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.	Integrated ELD has been taught daily by regular classroom teachers, and designated ELD has been provided by regular classroom teachers (or, in the case of OAK-8, by teachers at neighboring Olga Reed School as part of a site ELD rotation). OAK-8 teachers have been pleased with ELD materials available through the adopted Wonders E/LA text. OAHS has implemented a program of English Language Mainstream (ELM) that entails integrated ELD and progress monitoring of English Learners.

A community liaison has been available to facilitate communication to and from, and engagement by, families of English Learners. | 4000-4999: Books And Supplies Supplemental $525 | |

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.

The actions/services outlined here have been implemented with fidelity. This year has seen improvement in sites' delivery of English Language Development (ELD). Teachers at the K-8 campus embraced the ELD component of Wonders and were more consistent and thorough in their implementation of ELD. High school staff had considerable dialogue about implementing integrated and designated ELD and arrived at a plan for both (as outlined in commentary on Action 7). OAHS staff did not have an assessment to show longitudinal progress this school year but have identified the PSAT to do that in 2019-2020 and beyond.

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

Leadership Teams at the K-8 campus and the high school have been pivotal in moving sites toward this goal. Of note in 2018-2019 are the following:
- Implementation of Tier 1 PLC meetings at the K-8 campus. These meetings have helped teachers collaborate with colleagues on all facets of initial classroom instruction, including curriculum pacing, lesson planning, integration of technology, student engagement, and much more.
- Emphasis on focus areas for instruction. These have included citing evidence across the curriculum, math concepts and procedures, and academic vocabulary.
- Identification of the PSAT as an assessment to be implemented in 2019-2020

Leadership Teams are integral in all school endeavors associated with this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures for TOSA support came in very close to budgeted amounts. The cost of the history/social science adoption in grades K-8 -- Studies Weekly for grades K-5 and TCI for grades 6-8 -- came in less than anticipated because both Studies Weekly amd TCI are not full-scale programs and were chosen because they support the history/social studies content embedded in the district's adopted English/language arts texts. Costs for the DIBELS and NWEA assessments came in under budget due to more economical contracts with the district. PLC Lead stipends were below budget because fewer teachers served in that capacity. The MTSS Task Force and English Learners Program incurred no expenses because both programs' expenses were borne by the district. Expenses for hourly support at OAK-8 and OAHS afterschool intervention/tutoring classes have been lower than projected; OAHS streamlined its offerings for afterschool intervention and implemented a peer tutoring program that has obviated the need for more teacher intervention.

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.

Action 3 of this goal will be revised to include administration of the PSAT to grades 9, 10, and 11 at OAHS in 2019-2020. This will provide much-needed data points on how OAHS students are performing academically.

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 7: Course Access (Conditions of Learning)
Local Priorities:	OUSD Strategic Plan, Orcutt Academy Charter Mission and Elements 1, 2, 3

Annual Measurable Outcomes

Expected	Actual
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 2. **Baseline** 2014-2015 = 18% of District Teachers (30/164) 2015-2016 = 22% of District Teachers (44/200) 2016-2017 = 20% of District Teachers (43/212) In 2016-2017, 6 additional OA teachers participated in district tech academies.	The number of district teachers who participated in a technology academy in 2018-2019 is as follows: Digital Media Academy - 7 iPad Academy - 11 Chromebook Academy - 9 STEAM Leader Academy - 22 OA had 4 teachers who participated in a technology academy. 128 district teachers have participated in academies since the 2014-2015 school year. The total percent of current teachers that have participated in an academy over the past four years is 48% (120/250).
Metric/Indicator Student:Computer Ratio **18-19**	The student:computer ratio at OA sites in 2018-2019 stood as follows: OAK-8 = 0.8:1 OAHS = 1.1:1 OAIS = 0.9:1

Expected	Actual

Technology access at sites will be increased in association with teacher participation in district academies and other professional development. The ratio of students to technology device (PC, laptop, or tablet) will be reduced by at least .2:1 at each OA site working toward a ratio of 1:1.

Baseline
2016-2017 = 1.2:1 Districtwide

OAK-8 = 0.9:1
OAHS = 1.4:1

In 2016-2017, 200 additional devices (iPads, MacBooks, and Chromebooks) were deployed at OA sites

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Metric/Indicator
SAMR Rating

18-19
Using the SAMR model during classroom walkthroughs, a decrease of 2% 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 2% each year.

Baseline
2016-2017 district results:
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

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Actual column:

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

With the SAMR model being used in 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
Integrate 21st Century Learning Skills into PLC meetings and other teacher meetings as an integral part of high quality instruction and to increase student engagement. (Critical Thinking, Collaboration, Creativity, Communication)	While substantial progress has been made in reducing the ratio of students to technology device, it is noted that some devices (notably PCs) are becoming outdated and are in need of replacement.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increased access to technology for 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. Continue to link addition of technology devices to teacher participation in district academies and other district-provided professional development. Continue to offer before-school Makerspace supervision at OAHS and during-school Makerspace availability at OAK-8.	4 OA teachers participated in district technology academies in 2018-2019. Additionally, both the K-8 and library sites had a makerspace available to students before, during, and/or after school. Makerspaces have provided not just fun and challenging activities that encourage collaboration and problem solving, but a measure of safety and social acceptance for participants.	4000-4999: Books And Supplies Supplemental $30,000 1000-1999: Certificated Personnel Salaries Supplemental $2,000	Technology acquisition associated with district technology academies 4000-4999: Books And Supplies Supplemental $18,879 Makerspace supervision at OAHS 1000-1999: Certificated Personnel Salaries Supplemental $1,200

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.

Acquisition of additional technology devices for OAHS was precluded, at least at this time, by a charter budget shortfall. It is hoped that funding will be found either through LCFF or other sources (possibly the SOAAR Foundation) to continue adding devices that reduce the student:computer ratio on that site.

Meantime, increased access to a 21st Century curriculum and instructional design was emphasized in professional development throughout the school year. A district staff development day featured Travis Allen of the iSchool Initiative. Allen delivered a keynote address emphasizing technology integration and being "less helpful" (and more empowering) to students. Following Allen's keynote 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 out of the room through learning experiences they could implement in their own classrooms.

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

Teachers continue to progress in their level of implementation of technology. On the K-8 campus, iPads were used in support of the curriculum from Transitional Kindergarten through eighth grade, and a student-created iMovie (using iPads) won the Grand Recognition Trophy at the district EMI Awards. STEAM Leader Academy participants focused this year on basic approaches to instruction (constructivism, student-centered learning, high levels of engagement) that pave the way for a full integration of STEAM into the curriculum. An OA Independent Study teacher participated in the iPad Academy and involved both students and parents in the sharing of educational applications. The high school continued to engage students in uses of technology for products ranging from presentations to the online school newspaper to autobiographical movies. While technology is frequently used, it is noted that progress can be made in pushing classroom technology use past the initial Substitution and Augmentation levels.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Technology expenditures were below budget for two reasons: (1) OA had fewer participants in district technology academies and (2) a charter budget deficit caused administration to postpone some planned technology purchases. The SOAAR Foundation did contribute to the purchase of a class set of Chromebooks for OAHS.

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 in technology for teachers will continue to be a priority. At this time, the district's technology academies (Digital Media, iPad, and Chrome Book) will continue in 2019-2020 and teachers will be encouraged to participate. The STEAM Leader Academy in partnership with Discovery Education will continue, with teachers moving into their second year of participation.

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:

Annual Measurable Outcomes

Expected	Actual
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 (RtI) **18-19** Self-reported scores by PLC teams will increase in at least 4/5 categories each year.	Time was built into the school day for K-8 teachers to meet twice weekly. A 90-minute block was dedicated to Tier 1 instruction (essential learning, curriculum pacing, teacher observations, best practices in instruction, etc.) while students participated in P.E., Music, and Arts Attack instruction. A second 60 minute block was dedicated to Tier 2 instruction (analysis of data, academic interventions, and progressing monitoring for interventions). OAHS teachers continued weekly PLC meetings that covered both Tier 1 and Tier 2 topics. Overall, district teachers reported the following scores for 2018-19: 2018-2019: Essential Standards: 3.9 PLC Teams: 4.1 Use of Data: 3.9 Use of Common Formative Assessments: 3.6 System of Interventions (MTSS/RtI): 3.8

	Expected	Actual

Baseline
Self Rating Score as recorded by grade level and departmental PLC teams in the district in Spring 2017:

Essential Standards 3.8
PLC Teams 4.1
Use of Data 3.9
Use of CFA 3.8
RtI 3.9

Expected	Actual
Metric/Indicator Number of OAHS students participating in job shadowing and/or career exploration via the school's Get Focused…Stay Focused! program **18-19** OAHS will continue to have all students participating in career exploration via the Get Focused...Stay Focused! program. Increase by 10 the number of students doing job shadowing. **Baseline** 100% involved in career exploration. None involved in direct job shadowing in 2016-2017.	During the 2018-2019 school year, 100% of students were involved in career exploration via Get Focused...Stay Focused! Some students have done job shadowing on their own initiative in association with the Success 103 course or the school's requirement for community service; examples of these are volunteer service at Marian Medical Center, shadowing local physicians, and paid internships at local manufacturing firms. However, no data have been kept on how many students have been doing this.

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 for restructuring instructional time during the day. Continue weekly, 60-minute PLC meetings for OAK-8 and OAHS teachers. As possible, implement PLC team for OA Independent Study teachers.	Time was built into the school day for all OAK-8 and OAHS teachers to meet weekly for at least 60 minutes. At OAHS this time has been devoted to discussing essential learning, student achievement data, best practices in instruction, instructional pacing, and the use of	1000-1999: Certificated Personnel Salaries Supplemental $69,000	1000-1999: Certificated Personnel Salaries Supplemental $81,938

intervention time for targeted support. At OAK-8, this time has been focused on analysis of data and development and tracking of academic intervention, as a separate, during-school PLC has been initiated for planning of core instruction, discussion of pacing, sharing of best instructional practices, and more. OA Independent Study still has not yet been able to establish a PLC, as hourly teachers in the program work a designated number of days and utilize all available time for teaching, lesson and packet preparation, grading and assessment, parent meetings, and more.

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.	The district purchased new flexible furniture for all K-6 classrooms this school year. OAK-8 classrooms were not included, because flexible furniture had been purchased for them in previous years. OAIS classrooms also were not included due to the program's varying enrollment. It is hoped that in coming years OAIS and OAHS will benefit from flexible furniture. Meantime, OAHS has been utilizing the APEX online learning platform for credit recovery and is considering its use as a platform for students who (1) need to take		

| | classes the school is unable to offer or has discontinued or (2) are unable to attend school for extended periods of time. | | |

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. District consultant Tina Pelletier met with the K-8 Leadership Team throughout the year (as she has in the past two school years) to focus on literacy and research-based strategies in English/language arts. Pelletier also had an initial meeting with secondary staff from the district.		

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 during the school year.

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 at OAK-8 and OAHS continues to have a positive impact due to conversations and collaboration around student learning. This will be an ongoing process as staff continue to improve practice. Setting up a PLC at OA Independent Study remains challenging, as the teachers have different schedules and also work with limits to their work schedule.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of releasing teachers for PLC meetings came in over projection because teacher salaries on which the cost is based came in higher than projected.

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.

OAHS staff are looking for a way to compile data on workplace/career exploration associated with the Get Focused...Stay Focused! curriculum. Staff are strongly considering using the APEX online curriculum in ways beyond what it has been used for to this point (credit recovery). Staff will continue to work to establish a PLC (even a PLC that meets quarterly, not weekly) for OA Independent Study.

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 6: School Climate (Engagement)

Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter Mission and Elements 1, 2, 3, 10

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of OAHS sophomores and juniors who can identify a college major they are interested in **18-19** The school will raise by 5 the percentage of OAHS sophomores and juniors who can identify a college major, career, and college/university they are interested in. **Baseline** 2014-2015: 20% sophomores, 35% juniors 2015-2016: 78% sophomores, 85% juniors 2016-2017: 70% sophomores, 75% juniors	2018-2019: 91% sophomores, 92% juniors
Metric/Indicator Attendance Rate **18-19**	2017-2018: OAK-8, 95.39%; OAHS, 96.07%

Expected	Actual

Attendance rates for chronically absent students, and for all students will be maintained and/or improved. **Baseline** 2014-2015: OAK-8, 96.1%; OAHS, 97.5% 2015-2016: OAK-8, 95.8%; OAHS, 97.8%	
Metric/Indicator Suspension/Expulsion Rate **18-19** Maintain/decrease current suspension/expulsion rates for all students and for each subgroup. **Baseline** 2014-2015: 2.4% Suspension, 0% expulsion	2017-2018: 1.8% suspension; 0% expulsion
Metric/Indicator Parent Survey (LCAP Survey 2 on Parent Engagement) **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 ratings of school communication level: 37.3% Excellent 46.3% Good 14.9% Fair 1.5% Poor	2019 ratings of school communication level: 29.9% Excellent 42.9% Good 19.5% Fair 7.8% Poor
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** 2015-2016 fitness testing data Grade 5 Statistically insignificant	2017-2018 fitness testing data: Grade 5 94% Abdominal Strength 100% Trunk Extension Strength 59% Upper Body Strength 59% Aerobic Capacity 53% Body Composition 88% Flexibility

Expected	Actual
Grade 7 85% Abdominal Strength 95% Trunk Extension Strength 40% Upper Body Strength 35% Aerobic Capacity 50% Body Composition 80% Flexibility Grade 9 95% Abdominal Strength 96% Trunk Extension Strength 90% Upper Body Strength 72% Aerobic Capacity 74% Body Composition 90% Flexibility	Grade 7 68% Abdominal Strength 80% Trunk Extension Strength 52% Upper Body Strength 44% Aerobic Capacity 44% Body Composition 68% Flexibility Grade 9 85% Abdominal Strength 95% Trunk Extension Strength 78% Upper Body Strength 70% Aerobic Capacity 73% Body Composition 84% Flexibility
Metric/Indicator Middle school dropout rate **18-19** Maintain current middle school dropout rate of 0% **Baseline** 2016-2017 0%	2017-2018 0%
Metric/Indicator Chronic absenteeism rate **18-19** Decrease chronic absenteeism by 2% for "All Students" and the SED and SWD subgroups **Baseline** 2016-2017 All Students 7.0% SED 11.2% Students with Disabilities 5.6% English Learners 3.8%	2017-2018 All Students 4.1% SED 8.1% Students with Disabilities 3.6% English Learners 0%

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
Continue to implement Get Focused…Stay Focused! Program at OAHS	OAHS offered five semester sections of Professional Development 301 (PROD 301) and 10 semester sections of Success 103. PROD 301 is a requirement for freshmen, and Success 103 is a requirement for seniors.	1000-1999: Certificated Personnel Salaries Base $144,750	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide opportunities within the visual and performing arts (VAPA) for all students Classroom music instruction for students at OAK-8 Arts Attack lessons for students at OAK-8	At the K-8 campus, every student in grades TK-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 (Tier 1 PLCs). Due to this schedule change, TK-6 students were able to experience weekly visual arts instruction for the first time. A supplement to classroom music instruction at the K-8 campus was an afterschool choir program. Students in grades 1-8 could choose to participate, and the choir program performed three times during the school year. Additionally, the district's partnership with the Orcutt	1000-1999: Certificated Personnel Salaries Supplemental $32,500	1000-1999: Certificated Personnel Salaries Supplemental $15,000

Children's Arts Foundation has resulted in the following services for the 2018-2019 school year: (1) Teacher Grants for applying teachers from all three OA campuses and (2) continued training in dance for the elementary P.E. teacher.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue guidance counseling efforts, including the additional counselor at OAHS implemented in 2017-2018 and the staff counseling position shared by OAK-8. Priority for services will be given to the needs of English learners, foster youth, and low-income students. Continue Naviance counseling/guidance program	OAHS' two staff counselors have been focused on helping students with guidance counseling and addressing less intensive social-emotional issues (they refer more intensive issues to outside providers). They have continued to give priority to the needs of English Learners, low-income students, and foster youth. OAK-8 students have had access to services by an itinerant staff counselor who is on campus for one and a half days per week. OAHS continued its Naviance counseling/guidance program.	1000-1999: Certificated Personnel Salaries Supplemental $83,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental $5,114	1000-1999: Certificated Personnel Salaries Supplemental $87,535 5800: Professional/Consulting Services And Operating Expenditures Supplemental $4,671

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve the attendance rate for all students, with emphasis on English Learners, foster youth, and low-income students, through the	The Check, Connect, and Respect Program is available to OAK-8 students; however, based on increased need at OAHS, the	5800: Professional/Consulting Services And Operating Expenditures Supplemental $5,775	5800: Professional/Consulting Services And Operating Expenditures Supplemental $6,642.31

School Attendance Review Board process and through the use of Check, Connect, and Respect at OAK-8.	program's focus has shifted to OAHS.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional time for targeted instruction, especially for English Learners, foster youth, and low-income students, through the continuance of biweekly physical education instruction with credentialed physical education teachers for OAK-8. Provide materials/equipment for physical education to support equal access to PE standards and program.	A credentialed physical education teacher provided biweekly PE instruction to OAK-8 students in grades TK-8 throughout the year.	Certificated Salary/ Benefits Supplemental $17,000	1000-1999: Certificated Personnel Salaries Supplemental $35,561

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue a 21st Century school-home communication platform to provide everyday communication, facilitate meaningful interaction, and encourage participation in school.	The Parent Square communication platform for school-home communication has been continued to be utilized by administrators, office staff, and teachers. The most effective dimension has been the platform's capacity for text alerts. Administration have used Parent Square even during school events to communicate to parents.		

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 of the listed activities have been implemented. Get Focused…Stay Focused! remains an integral part of the OAHS program. GFSF has directly influenced the rising percentage of students who can name a college major they are interested in; moreover, many students are crediting Success 103 for vital support with college admittances, scholarships, and financial aid. Visual and performing arts programs are progressing, as student access to visual arts and music instruction in grades TK-6 has dramatically improved. Counseling remains integral, as all counselors at OA -- the two counselors at OAHS and the staff counselor shared by OAK-8 -- have been fully booked all year. Parent Square has been a transformative school-home communication platform; quite simply, it makes school-home communication much easier and more convenient for school staff.

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

As mentioned in the previous item, Parent Square has been a spectacular success in increasing school-home communication, as it has enabled administrators, office staff, and teachers to send communication in the form of texts, email, and phone calls in each family's preferred language. The next step, as conveyed by stakeholders, is to utilize Parent Square for more communication FROM parents and families. Counseling efforts at both OAK-8 and OAHS have been successful -- see above comment for more detail. Success 103, the capstone of Get Focused…Stay
Focused!, has most seniors developing 10-year plans for postsecondary success that appear to have narrowed students' focus in planning for the future. Chronic absenteeism went down overall and by subgroup. Meanwhile, school suspensions will be going up due to increased incidence of student vaping. Mid-year programming to respond to vaping (staff training and parent education) did not result in a reduction in suspensions for this reason.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The expenditure for classroom music instruction was less than budgeted because the music teacher spent less time on campus than had been planned in Spring 2018. Expenditures for staff counseling and for the Naviance counseling/guidance program was close to projection. The expenditure for the Check, Connect, and Respect program came in higher than projected due to an increase in the invoice from Fighting Back Santa Maria Valley. The credentialed P.E. teacher came in over projection because her assignment was changed to focus on the OAK-8/Olga Reed campus only.

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 goal will not change. Vaping will remain a focus area in 2019-2020. High rates of students who said in the California Healthy Kids Survey that they have "experienced chronic sadness/hopelessness" and have "considered suicide" support the need for schoolwide initiatives in the realm of mental health. Stakeholders would like to add counseling availability for OA Independent Study students who are in need. Staff and parents also would like to see uses of Parent Square expanded, including the solicitation of more

communication from parents/families. Stakeholders also would like to see the school website improved as a vehicle for communication.

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 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

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

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.

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.

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.

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?

Key components of the LCAP and Annual Update Stakeholder Engagement process for the Orcutt Academy have been the development of the school's Single School Plan for Student Achievement and the updating of Safe Schools Plans for the school's three sites by the Orcutt Academy School Advisory Council. These plans contain data analysis and stakeholder input that have been integrated into the LCAP document.

This school year, another watershed event in the development of the LCAP was the school's Western Association of Schools and Colleges (WASC) accreditation visit in November. The visiting committee provided validation of many school practices and programs while also giving helpful input. The committee concurred with the school's self-study recommendations, which include three items mentioned in this LCAP: the need to revisit the school's rules, policies, and expectations for students; the need to improve career readiness options for students; and the need for longitudinal data on how OAHS students are progressing academically. The committee added two items: the need to improve communication and transparency around the OA budget; and the need to provide more support options for Special Education students, English Learners, and other students who are struggling academically.

The process was helped by 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. The Orcutt Academy LCAP document, like the district LCAP, is aligned with the OUSD Strategic Plan.

Two Orcutt Academy stakeholder surveys were conducted in Spring 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. Results of the surveys are included in the LCAP Needs Assessment.

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 after which participant groups were asked to complete a chart that asked the following questions:
- What do you see as our school's greatest strengths for this priority area?
- What do you see as the most critical areas for improvement for our school for this priority area?
- What questions do you have?

- Anything we need to know about this priority area that we may not know?

The Orcutt Academy School Advisory Council, which includes student, parent, and staff representatives, has been the central venue for analyzing data and stakeholder input for the LCAP. The Council met on May 13 to develop the LCAP Needs Assessment, which shapes the goals and actions articulated in the LCAP document.

The assistant superintendent of educational services conducted some LCAP input sessions attended by OA staff; input provided on OA was shared with the author of this document.

Following is a timeline for school stakeholder engagement activities and district stakeholder engagement activities that provided input for the Orcutt Academy LCAP:

10/22/2018 OA School Advisory Council approved Single School Plan for Student Achievement

11/07/2018 Conclusion of WASC accreditation visit

01/14/2019 OA School Advisory Council approved Safe Schools Plans for each of OA's three sites: OAK-8, OAHS, and OA Independent Study

02/5/2019 OUSD Strategic Plan/LCAP Development Task Force Meeting

02/1/2019 Assistant superintendent of educational services met with the district's English Advisory Council (DELAC), conducted LCAP Stakeholder Input activity

03/12/2019 State of the District Breakfast, conducted Strategic Plan Input Session

03/21/2019 Director of charter programs conducted stakeholder input activity with OA School Advisory Council

03/21/2019 Assistant superintendent of educational services met with the Orcutt Union School District's English Advisory Council (DELAC); conducted LCAP Stakeholder Input activity

04/16/2019 Director of educational services met with District Management Team (Certificated and Classified); conducted LCAP Stakeholder Input activity

04/30/2019 Assistant superintendent of educational services met with Orcutt Educators Association Rep Council; conducted LCAP Stakeholder Input activity

05/06/2019 Director of charter programs met with OAHS Leadership Team; conducted LCAP Stakeholder Input activity

05/13/2019 Director of charter programs developed LCAP Needs Assessment document with OA School Advisory Council

05/16/2019 Assistant superintendent of educational services met with CSEA; 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

Impact on LCAP and Annual Update

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

The process of gathering stakeholder input for the LCAP generated many insights, observations, and ideas and allowed the author of the LCAP document to hear about the school's performance from a range of perspectives. The WASC accreditation process in which the school has been involved this school year has been very helpful. The WASC committee that visited OA in November gave valuable input on school strengths and critical needs relative to the five WASC categories: school organization, curriculum, instruction, assessment, and school culture. The updating of the school's WASC action plan following the WASC accreditation visit served as a precursor to the development of the LCAP, as several of the activities in the WASC action plan are reflected here. As in past years, the development of the LCAP Needs Assessment also was very helpful. The Needs Assessment's collection of academic data, attendance data, survey results, and so much more sparked considerable discussion on the OA School Advisory Council about next steps for the school. Specific topics that have been part of the SAC dialogue have been the increased incidence of vaping, the California Healthy Kids Survey data on student sadness and suicidal ideation, and the need for more technology at OAHS.

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, Orcutt Academy Charter Mission and Elements 1, 2, 3

Identified Need:

The Orcutt Academy strives for high student achievement from Transitional Kindergarten through 12th grade, culminating in high rates of our graduating seniors meeting the University of California's a-g requirements. Staff have developed a system for universal screenings and targeted intervention, but the system will benefit from additional refinement in 2018-2019.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP – E/LA % Students met/ exceeded standard	2016 CAASPP Results (% proficient or above, grades 3-8 and 11) 69% All Students 23% English Learners 56% Low SES N/A Foster Youth 31% SPED	Increase student performance for all students and each subgroup by 2% each year in the area of E/LA as measured by the CAASPP and reported on the California School Dashboard	Increase student performance for all students and each subgroup by 2% each year in the area of E/LA as measured by the CAASPP and reported on the California School Dashboard	Increase student performance for all students and each subgroup by 2% each year in the area of E/LA as measured by the CAASPP and reported on the California School Dashboard

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP – Math % Students met/ exceeded standard	2016 CAASPP Results (% proficient or above, grades 3-8 and 11) 49% All Students 8% English Learner 37% Low SES NA Foster Youth 0% SPED	Increase student performance for all students and each subgroup by 2% each year in the area of Mathematics as measured by the CAASPP and reported on the California School Dashboard	Increase student performance for all students and each subgroup by 2% each year in the area of Mathematics as measured by the CAASPP and reported on the California School Dashboard	Increase student performance for all students and each subgroup by 2% each year in the area of Mathematics as measured by the CAASPP and reported on the California School Dashboard
University of California a-g compliance by graduating seniors	79%	The percent of graduating seniors meeting UC a-g requirements will increase by 2% each year	The percent of graduating seniors meeting UC a-g requirements will increase by 2% each year	The percent of graduating seniors meeting UC a-g requirements will increase by 2% each year
Re-designation Rate for English Learners (EL to RFEP)	4.3% of district's English Learners were re-designated during 2016-2017 school year. One OA student was redesignated.	At least one English Learner will be re-designated each year	At least one English Learner will be re-designated each year	At least one English Learner will be re-designated each year
English Learner Progress	California School Dashboard 78.9% of English Learners (19 in number) made progress toward English proficiency	75% of English Learners will make progress toward English proficiency as reported on the California School Dashboard	75% of English Learners will make progress toward English proficiency as reported on the California School Dashboard	75% of English Learners will make progress toward English proficiency as reported on the California School Dashboard
% of Highly Qualified Teachers that are Appropriately Assigned	2016-2017: All teachers are appropriately assigned and all but one highly qualified.	100% of Orcutt Academy teachers will be highly qualified and appropriately assigned	100% of Orcutt Academy teachers will be highly qualified and appropriately assigned	100% of Orcutt Academy teachers will be highly qualified and appropriately assigned

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of schools meeting all FIT requirements	2016-2017: All Orcutt Academy campuses met FIT requirements	100% of Orcutt Academy campuses will meet FIT requirements	100% of Orcutt Academy campuses will meet FIT requirements	100% of Orcutt Academy campuses will meet FIT requirements
% of students with access to instructional materials	2016-2017: 100% of OA students had access to district-adopted materials that were standards-aligned	100% of OA students will have access to standards-aligned materials	100% of OA students will have access to standards-aligned materials	100% of OA students will have access to standards-aligned materials
% of students with access to required course of study	2016-2017: 100% of OA students had access to required course of study	100% of OA students will have access to required course of study	100% of OA students will have access to required course of study	100% of OA 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)

[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))

Schoolwide

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	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All teachers will be supported in teaching the new Common Core 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 (TOSAs). In grades K-8, TOSAs will support OAK-8 and OA Independent Study with the implementation of Response to Intervention, targeted intervention, and best practices in effective instructional strategies for Tier 1 and Tier 2. TOSAs also will provide support for identification of and training in effective, research-based interventions. TOSA support will include one section of TOSA support from an OAHS math teacher. This teacher will provide support with adoption of new math materials, targeted intervention in math, and parent education.	All teachers will be supported in teaching the new Common Core 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 (TOSAs). In grades K-8, TOSAs will support OAK-8 and OA Independent Study with the implementation of Response to Intervention, targeted intervention, and best practices in effective instructional strategies for Tier 1 and Tier 2. TOSAs also will provide support for identification of and training in effective, research-based interventions. TOSA support will include one section of TOSA support from an OAHS math teacher. This teacher will provide support with adoption of new math materials, targeted intervention in math, and parent education.	All teachers will be supported in teaching the new Common Core 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 (TOSAs). In grades K-8, TOSAs will support OAK-8 and OA Independent Study with the implementation of Response to Intervention, targeted intervention, and best practices in effective instructional strategies for Tier 1 and Tier 2. TOSAs also will provide support for identification of and training in effective, research-based interventions. TOSA support will include one section of TOSA support from an OAHS math teacher. This teacher will provide support with adoption of new math materials, targeted intervention in math, and parent education.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,200	$2,400
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$16,500	$17,000	$17,500
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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)

All	

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	2018-19 Actions/Services	2019-20 Actions/Services

Standards-based materials will be available to all students.	Standards-based materials will be available to all students. History/Social Science Materials will be evaluated and possibly piloted/purchased.	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	$20,000	$95,000	$95,000
Source	Base	Base	Base
Budget Reference	Consumables/Materials Replacement	History/Social Science Materials Adoption and Consumables/Materials Replacement	Science Materials Adoption and Consumables/Materials Replacement

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)

All Students with Disabilities	

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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Universal screenings, formative assessments and 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 Learners, foster youth, and low-income students, to determine if instructional strategies are effective, to 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. School-based assessments will include DIBELS in grades K-8, NWEA reading and math tests in grades 1-8, and the Allan Hancock College Placement Test in English and Math for grades 9-12.	Universal screenings, formative assessments and Multi-Tiered Systems 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, to 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. School-based assessments will include DIBELS in grades K-8, NWEA reading and math tests in grades 1-8, and tests to be determined in English and Math for grades 9-12.	Universal screenings, formative assessments and Multi-Tiered Systems 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, to 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. School-based assessments will include DIBELS in grades K-8, NWEA reading and math tests in grades 1-8, and the PSAT in English and Math for grades 9-11.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,500	$2,625	$2,756
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Amount	$3,000	$3,150	$3,307
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount			$7,160
Source			Other
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures

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))

Schoolwide

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

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	2018-19 Actions/Services	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.	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,750	$13,250	$13,750
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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)

[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	LEA-wide	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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The district Response to Intervention (RTI) Task Force will continue to develop and refine an implementation plan for Response to Intervention, including clearly identified tiers for intervention, targeted intervention, assessment, and data-driven decision making	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,	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,

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500	$525	$550
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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]

[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	Schoolwide	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	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
At OAK-8 and OAHS, identified students will receive targeted support through on-site interventions provided by the classroom teacher and the grade-level or departmental team (Tiers 1 and 2). OA Independent Study will continue to plan support center time in reading and mathematics following blended classes. OAHS will continue its implementation of a weekly Specialized Instruction (SPIN) period and afterschool intervention/tutoring classes. TOSAs will provide support for identification of and training in effective, research-based interventions.	At OAK-8 and OAHS, identified students will receive targeted support through on-site interventions provided by the classroom teacher and the grade-level or departmental team (Tiers 1 and 2). OA Independent Study will continue to plan support center time in reading and mathematics following blended classes. OAHS will continue its implementation of a weekly Specialized Instruction (SPIN) period and afterschool intervention/tutoring classes. TOSAs will provide support for identification of and training in effective, research-based interventions.	At OAK-8 and OAHS, identified students will receive targeted support through on-site interventions provided by the classroom teacher and the grade-level or departmental team (Tiers 1 and 2). OA Independent Study will continue to plan support center time in reading and mathematics following blended classes. OAHS will continue its implementation of a weekly Specialized Instruction (SPIN) period and afterschool intervention/tutoring classes. TOSAs will provide support for identification of and training in effective, research-based interventions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$45,000	$47,250	$49,600
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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)

[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

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

Limited to Unduplicated Student Group(s)

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
Continue to make Systematic ELD Instruction (K-6), English 3-D (7-8), and in class support (Math 7-8) available for English Learners. Newly adopted ELA/ELD materials will be examined to see viability for future ELD designated and integrated instruction.	Provide designated and integrated ELD in the regular classroom setting utilizing the district adopted curriculum. Provide translation support for and access to community/school/district resources through bilingual community liaisons and bilingual staff. Monitor student data and instructional practices. Provide an ELD	Provide designated and integrated ELD in the regular classroom setting utilizing the district adopted curriculum. Provide translation support for 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.	TOSA 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	$500	$525	$550
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

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 7: Course Access (Conditions of Learning)

Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter Mission and Elements 1, 2, 3

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)	2014-2015 = 18% of District Teachers (30/164) 2015-2016 = 22% of District Teachers (44/200) 2016-2017 = 20% of District Teachers (43/212) In 2016-2017, 6 additional OA teachers	The number of teachers successfully completing training in the use of technology in their classrooms will increase by 2.	The number of teachers successfully completing training in the use of technology in their classrooms will increase by 2.	The number of teachers successfully completing training in the use of technology in their classrooms will increase by 2.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	participated in district tech academies.			
Student:Computer Ratio	2016-2017 = 1.2:1 Districtwide OAK-8 = 0.9:1 OAHS = 1.4:1 In 2016-2017, 200 additional devices (iPads, MacBooks, and Chromebooks) were deployed at OA sites	Technology access at sites will be increased in association with teacher participation in district academies and other professional development. The ratio of students to technology device (PC, laptop, or tablet) will be reduced by at least .2:1 at each OA site working toward a ratio of 1:1.	Technology access at sites will be increased in association with teacher participation in district academies and other professional development. The ratio of students to technology device (PC, laptop, or tablet) will be reduced by at least .2:1 at each OA site working toward a ratio of 1:1.	Technology access at sites will be increased in association with teacher participation in district academies and other professional development. The ratio of students to technology device (PC, laptop, or tablet) will be reduced by at least .2:1 at each OA site working toward a ratio of 1:1.
SAMR Rating	2016-2017 district results: 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 2% 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 2% each year.	Using the SAMR model during classroom walkthroughs, a decrease of 2% 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 2% each year.	Using the SAMR model during classroom walkthroughs, a decrease of 2% 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 2% 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)

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

All

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	2018-19 Actions/Services	2019-20 Actions/Services
Integrate 21st Century Learning Skills into PLC meetings and other teacher meetings as an integral part of high quality instruction and to increase student engagement. (Critical Thinking, Collaboration, Creativity, Communication)	Integrate 21st Century Learning Skills into PLC meetings and other teacher meetings as an integral part of high quality instruction and to increase student engagement. (Critical Thinking, Collaboration, Creativity, Communication)	Integrate 21st Century Learning Skills into PLC meetings and other teacher meetings 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

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)

[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))

Limited to Unduplicated Student Group(s)

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

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	2018-19 Actions/Services	2019-20 Actions/Services
Increased access to technology for 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. Continue to link addition of technology devices to teacher participation in district academies and other district-provided professional development. Continue to offer before-school Makerspace supervision at OAHS.	Increased access to technology for 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. Continue to link addition of technology devices to teacher participation in district academies and other district-provided professional development. Continue to offer before-school Makerspace supervision at OAHS and during-school Makerspace availability at OAK-8.	Increased access to technology for 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. Continue to link addition of technology devices to teacher participation in district academies and other district-provided professional development. Continue to offer before-school Makerspace supervision at OAHS and during-school Makerspace availability at OAK-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$30,000	$30,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$2,000	$2,000	$2,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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:

Identified Need:

In this era of new standards, new assessments, and new ways of learning and teaching, teacher collaboration is more important than ever. Grade-level or departmental Professional Learning Community (PLC) teams of teachers are the most important venue for this collaboration, and staff believe that weekly PLC meetings are critical. In addition, OA Independent Study teachers do not currently participate in a PLC, but need to be part of a team in the future.

At the high school level, staff have identified a need for more courses, course sequences, internships, and workplace experiences that are aligned with career pathways. The school currently has five courses aligned with career pathways, no complete course sequences, and a career research program associated with the Get Focused…Stay Focused! curriculum.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers will meet weekly in Professional	Self Rating Score as recorded by grade level	Self-reported scores by PLC teams will increase	Self-reported scores by PLC teams will increase	Self-reported scores by PLC teams will increase

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Learning Communities focused the following topics: Essential Standards PLC Teams Use of Data Use of Common Formative Assessments (CFA) Response to Intervention (RtI)	and departmental PLC teams in the district in Spring 2017: Essential Standards 3.8 PLC Teams 4.1 Use of Data 3.9 Use of CFA 3.8 RtI 3.9	in at least 4/5 categories each year.	in at least 4/5 categories each year.	in at least 4/5 categories each year.
Number of OAHS students participating in job shadowing and/or career exploration via the school's Get Focused…Stay Focused! program	100% involved in career exploration. None involved in direct job shadowing in 2016-2017.	OAHS will continue to have all students participating in career exploration via the Get Focused...Stay Focused! program. Increase by 10 the number of students doing job shadowing.	OAHS will continue to have all students participating in career exploration via the Get Focused...Stay Focused! program. Increase by 10 the number of students doing job shadowing.	OAHS will continue to have all students participating in career exploration via the Get Focused...Stay Focused! program. Increase by 10 the number of students doing job shadowing.

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)

[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	LEA-wide	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	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide opportunities for restructuring instructional time during the day. Continue weekly, 60-minute PLC meetings for OAK-8 and OAHS teachers. As possible, implement PLC team for OA Independent Study teachers.	Provide opportunities for restructuring instructional time during the day. Continue weekly, 60-minute PLC meetings for OAK-8 and OAHS teachers. As possible, implement PLC team for OA Independent Study teachers.	Provide opportunities for restructuring instructional time during the day. Continue weekly, 60-minute PLC meetings for OAK-8 and OAHS teachers. As possible, implement PLC team for OA Independent Study teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$69,000	$69,000	$69,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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)
All	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	2018-19 Actions/Services	2019-20 Actions/Services
Investigate alternatives for creative learning environments, including furniture, technology, the physical space, and tools to improve student engagement and learning.	Investigate alternatives for creative learning environments, including furniture, technology, the physical space, and tools to improve student engagement and learning.	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	2018-19	2019-20

Action 3

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All [Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| 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	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	2018-19 Actions/Services	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	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	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

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 6: School Climate (Engagement)

Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter Mission and Elements 1, 2, 3, 10

Identified Need:

Staff would like to continue to increase the percentage of OAHS sophomores and juniors who can identify a college major they are interested in. In the 2016-2017 school year, 70% of sophomores and 75% of juniors were able to name a major they are interested in.

Staff at OAK-8 and OA Independent Study were able to deliver four lessons in the Arts Attack visual arts program in 2016-2017.

In 2016-2017 there was a continued need for guidance counseling at OAHS and a significant need for counseling for social/emotional needs at OAHS and OAK-8. OAHS stakeholders wanted counseling to be provided by staff counselors if at all possible.

For the 2015-2016 school year, attendance rates were 95.8% for OAK-8 and 97.8% for OAHS.

Suspensions dropped from 15 students suspended in 2015-2016 to 9 students suspended in 2016-2017. The school experienced one expulsion in each year.

A survey of parents/guardians at Orcutt Academy was conducted in Spring 2017. Parents were asked to share about their involvement in their child's school/district. Of the parents responding to the survey, 9.4 percent described themselves as "extremely involved," 26.6 percent described themselves as "very involved," 46.9 percent described themselves as "somewhat involved," and 17.2 percent described themselves as "not involved." These results mirror the results from the 2016 parent survey: 12.5 percent "extremely

involved," 22.2 percent "very involved," 48.6 percent "somewhat involved," and 16.7 percent "not involved." Staff would like to increase the percentage of parents who consider themselves "extremely" or "very" involved in the school.

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, 32.4% reported the communication about school activities/events in the current year was excellent, 51.5% reported the communication was good, 14.7% felt it was fair and 1.5% felt it was poor.

2016-2017 was the second year the district employed fully credentialed physical education teachers for the elementary school sites. A comparison of data from the 2014-2015 and 2015-2016 school years revealed strengths in the area of Abdominal Strength, Trunk Extension Strength, and Flexibility in grades 7 and 9 (fifth grade results from 2015-2016 were statistically insignificant). Areas needing more focus included Upper Body Strength, Aerobic Capacity, and Body Composition in grade 7, and Aerobic Capacity in grade 9.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of OAHS sophomores and juniors who can identify a college major they are interested in	2014-2015: 20% sophomores, 35% juniors 2015-2016: 78% sophomores, 85% juniors 2016-2017: 70% sophomores, 75% juniors	The school will raise by 5 the percentage of OAHS sophomores and juniors who can identify a college major, career, and college/university they are interested in.	The school will raise by 5 the percentage of OAHS sophomores and juniors who can identify a college major, career, and college/university they are interested in.	The school will raise by 5 the percentage of OAHS sophomores and juniors who can identify a college major, career, and college/university they are interested in.
Attendance Rate	2014-2015: OAK-8, 96.1%; OAHS, 97.5% 2015-2016: OAK-8, 95.8%; OAHS, 97.8%	Attendance rates for chronically absent students, and for all students will be maintained and/or improved.	Attendance rates for chronically absent students, and for all students will be maintained and/or improved.	Attendance rates for chronically absent students, and for all students will be maintained and/or improved.
Suspension/Expulsion Rate	2014-2015: 2.4% Suspension, 0% expulsion	Maintain/decrease current suspension/expulsion	Maintain/decrease current suspension/expulsion	Maintain/decrease current suspension/expulsion

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		rates for all students and for each subgroup.	rates for all students and for each subgroup.	rates for all students and for each subgroup.
Parent Survey (LCAP Survey 2 on Parent Engagement)	2017 ratings of school communication level: 37.3% Excellent 46.3% Good 14.9% Fair 1.5% 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
% students scoring in Healthy Fitness Zone (HFZ) on Physical Fitness Test	2015-2016 fitness testing data Grade 5 Statistically insignificant Grade 7 85% Abdominal Strength 95% Trunk Extension Strength 40% Upper Body Strength 35% Aerobic Capacity 50% Body Composition 80% Flexibility Grade 9 95% Abdominal Strength 96% Trunk Extension Strength 90% Upper Body Strength 72% Aerobic Capacity 74% Body Composition 90% Flexibility	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
Middle school dropout rate	2016-2017 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%
Chronic absenteeism rate	2016-2017 All Students 7.0% SED 11.2% Students with Disabilities 5.6% English Learners 3.8%	Decrease chronic absenteeism by 2% for "All Students" and the SED and SWD subgroups	Decrease chronic absenteeism by 2% for "All Students" and the SED and SWD subgroups	Decrease chronic absenteeism by 2% for "All Students" and the SED and SWD subgroups

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)

Specific Schools: OAHS

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

2018-19 Actions/Services

2019-20 Actions/Services

Continue to implement Get Focused…Stay Focused! Program at OAHS	Continue to implement Get Focused…Stay Focused! Program at OAHS	Continue to implement Get Focused…Stay Focused! Program at OAHS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$142,608	$144,750	$147,500
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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)

[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)

Students to be Served	Scope of Services	Location(s)
English Learners Foster Youth Low Income		Specific Schools: OAK-8 Specific Grade Spans: TK-8

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	2018-19 Actions/Services	2019-20 Actions/Services

Provide opportunities within the visual and performing arts (VAPA) for all students	Provide opportunities within the visual and performing arts (VAPA) for all students	Provide opportunities within the visual and performing arts (VAPA) for all students
Classroom music instruction for students at OAK-8	Classroom music instruction for students at OAK-8	Classroom music instruction for students at OAK-8
Arts Attack lessons for students at OAK-8	Arts Attack lessons for students at OAK-8	Arts Attack lessons for students at OAK-8

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$31,000	$32,500	$34,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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)

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)

Students to be Served	Scope of Services	Location(s)
English Learners Foster Youth Low Income		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	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue guidance counseling efforts, including the additional counseling at OAHS implemented in 2016-2017 and the staff counseling position shared by OAK-8. Priority for services will be given to the needs of English learners, foster youth, and low-income students. Continue Naviance counseling/guidance program	Continue guidance counseling efforts, including the additional counselor at OAHS implemented in 2017-2018 and the staff counseling position shared by OAK-8. Priority for services will be given to the needs of English learners, foster youth, and low-income students. Continue Naviance counseling/guidance program	Continue guidance counseling efforts, including the additional counselor at OAHS implemented in 2017-2018 and the staff counseling position shared by OAK-8. Priority for services will be given to the needs of English learners, foster youth, and low-income students. Continue Naviance counseling/guidance program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$83,000	$83,000	$83,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$4,870	$5,114	$5,369
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

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)

All
Students with Disabilities

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

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

Improve the attendance rate for all students, with emphasis on English Learners, foster youth, and low-income students, through the School Attendance Review Board process and through the use of Check, Connect, and Respect at OAK-8.

2018-19 Actions/Services

Improve the attendance rate for all students, with emphasis on English Learners, foster youth, and low-income students, through the School Attendance Review Board process and through the use of Check, Connect, and Respect at OAK-8.

2019-20 Actions/Services

Improve the attendance rate for all students, with emphasis on English Learners, foster youth, and low-income students, through the School Attendance Review Board process and through the use of Check, Connect, and Respect at OAK-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,500	$5,775	$6,064
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 5

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))

Schoolwide

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

Specific Schools: OAK-8

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	2018-19 Actions/Services	2019-20 Actions/Services
Provide additional time for targeted instruction, especially for English Learners, foster youth, and low-income students, through the continuance of biweekly physical education instruction with credentialed physical education teachers for OAK-8. Provide materials/equipment for physical education to support equal access to PE standards and program.	Provide additional time for targeted instruction, especially for English Learners, foster youth, and low-income students, through the continuance of biweekly physical education instruction with credentialed physical education teachers for OAK-8. Provide materials/equipment for physical education to support equal access to PE standards and program.	Provide additional time for targeted instruction, especially for English Learners, foster youth, and low-income students, through the continuance of biweekly physical education instruction with credentialed physical education teachers for OAK-8. 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	$16,500	$17,000	$17,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits	Certificated Salary/ Benefits

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)

[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
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement a 21st Century school-home communication platform to provide everyday communication, facilitate meaningful interaction, and encourage participation in school.	Continue a 21st Century school-home communication platform to provide everyday communication, facilitate meaningful interaction, and encourage participation in school.	Continue a 21st Century school-home communication platform to provide everyday communication, facilitate meaningful interaction, and encourage participation in school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

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)

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$$384,574	5.63%

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).

The Orcutt Academy will receive $384,574 in Supplemental Local Control Funding Formula Funds for the 2019-2020 school year. The allocation will increase to approximately $387,240 in 2020-2021. These funds are calculated based on the unduplicated pupil count.

The most significant ways in which the Orcutt Academy will increase or improve services for unduplicated students in 2019-2020 are the following:

- Implementing the PBIS (Positive Behavioral Interventions and Supports) program at OAK-8
- Taking a more assertive approach to student use of devices for "vaping" tobacco and cannabis products. This will include (1) more communication with students about the dangers of vaping at the beginning of the year, (2) continuous communication with students about vaping throughout the year, and (3) more parent and community education on the topic.
- Implementing the PSAT as an assessment given to all students at OAHS in grades 9, 10, 11. This will provide needed data on students' longitudinal academic progress in English and math. The data also can be disaggregated to provide more precise monitoring of the process of unduplicated students.
- Implementation of a schoolwide approach to mental health issues and stress at OAHS. The UCSB program in mindfulness or an equivalent program have great potential for meeting this need; the appropriate venue and time need to be determined.
- Improving the school website and providing more and different kinds of communication in Spanish.
- Improving attendance accountability for students and families. This includes tighter staff protocols for attendance and more communication with parents on the importance of attendance.

The school will also offer services and programs that are aligned with LCAP goals and the OUSD Strategic Plan to serve all students such as after-school PLC time for teachers to confer and plan for meeting student needs, stipends for teachers with additional duties

as leads for PLC teams/members of site leadership teams, and district-wide benchmark assessments to monitor the progress of all students. The 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.

All expenditures are aligned with LCAP goals and address the needs of our English Learners, low-income students, foster youth, and Redesignated Fluent English Proficient youth.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$367,626	5.33%

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).

The most significant ways in which the Orcutt Academy increased or improved services for unduplicated students during the 2018-2019 school year were the following:
- Providing OAK-8 teachers additional Professional Learning Community time for improvement of Tier 1 instruction, analysis of data to drive instruction, and targeting of intervention to the needs of individual students, especially English Learners, foster youth, students with disabilities, and/or students who are Socioeconomically Disadvantaged
- Improving efforts with English Language Development (ELD) for English Learners at both OAK-8 and OAHS
- Continuing to fine-tune implementation of the SIPPS intensive reading intervention program at OAK-8 and academic interventions at OAHS
- Improving technology access
- Expanded use of the Parent Square platform for school-home communication

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$$341,490	5.44%

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).

The most significant ways in which the Orcutt Academy increased or improved services for unduplicated students during the 2017-2018 school year were the following:

- Providing an earlier start to, and involving more students in, the SIPPS intensive reading intervention program at OAK-8
- Adding a second staff counselor at OAHS (in association with the decision to remove counseling responsibilities from the school's dean). This enabled unduplicated students to access more guidance counseling and more counseling for social-emotional needs
- Improved technology access, including the implementation of a Makerspace area at OAK-8
- Dramatic improvements in school-home communication with the implementation of the Parent Square platform

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

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?

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	570,664.00	328,653.10	487,228.00	570,664.00	587,006.00	1,644,898.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	161,750.00	36,828.59	179,108.00	256,750.00	260,000.00	695,858.00
LCFF	95,000.00	0.00	0.00	0.00	0.00	0.00
Lottery	0.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	7,160.00	7,160.00
Supplemental	313,914.00	291,824.51	308,120.00	313,914.00	319,846.00	941,880.00

* 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	570,664.00	328,653.10	487,228.00	570,664.00	587,006.00	1,644,898.00
	95,000.00	0.00	20,000.00	95,000.00	95,000.00	210,000.00
1000-1999: Certificated Personnel Salaries	411,475.00	276,116.00	404,358.00	411,475.00	419,300.00	1,235,133.00
4000-4999: Books And Supplies	30,525.00	38,035.59	30,500.00	30,525.00	30,550.00	91,575.00
5800: Professional/Consulting Services And Operating Expenditures	16,664.00	14,501.51	15,870.00	16,664.00	24,656.00	57,190.00
Certificated Salary/ Benefits	17,000.00	0.00	16,500.00	17,000.00	17,500.00	51,000.00

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

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	570,664.00	328,653.10	487,228.00	570,664.00	587,006.00	1,644,898.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	20,000.00	95,000.00	95,000.00	210,000.00
	LCFF	95,000.00	0.00	0.00	0.00	0.00	0.00
	Lottery	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	161,750.00	17,672.00	159,108.00	161,750.00	165,000.00	485,858.00
1000-1999: Certificated Personnel Salaries	Supplemental	249,725.00	258,444.00	245,250.00	249,725.00	254,300.00	749,275.00
4000-4999: Books And Supplies	Base	0.00	19,156.59	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	30,525.00	18,879.00	30,500.00	30,525.00	30,550.00	91,575.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	7,160.00	7,160.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	16,664.00	14,501.51	15,870.00	16,664.00	17,496.00	50,030.00
Certificated Salary/ Benefits	Supplemental	17,000.00	0.00	16,500.00	17,000.00	17,500.00	51,000.00

Table title (spanning header): **Total Expenditures by Object Type and Funding Source**

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

Goal	Total Expenditures by 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	181,525.00	77,226.79	102,750.00	181,525.00	192,573.00	476,848.00
Goal 2	32,000.00	20,079.00	32,000.00	32,000.00	32,000.00	96,000.00
Goal 3	69,000.00	81,938.00	69,000.00	69,000.00	69,000.00	207,000.00
Goal 4	288,139.00	149,409.31	283,478.00	288,139.00	293,433.00	865,050.00
Goal 5	0.00	0.00	0.00	0.00	0.00	0.00

* 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 Academy Charter School

Joe Dana, Director, Charter Programs
Orcutt Union School District

ORCUTT ACADEMY 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 Academy Charter School to be used for planning purposes in development of the Local Control and Accountability Plan.

A. Conditions of Learning

Basic Services (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)

<u>Highly Qualified Teachers</u>

The teaching staff of the Orcutt Academy is currently 100 percent appropriately assigned. This is a priority for the district Board of Trustees, district administration, and school administration. Additionally, a highly qualified teaching staff remains a top priority for Orcutt Academy stakeholders. The results of a springtime survey of Orcutt Academy parents, students, and staff conducted the past six years show that a very high percentage of stakeholders

Survey on LCAP Priorities	
Priority: Ensure highly qualified teachers	
Year	*% Identifying as "High" Priority*
2014	90%
2015	88%
2016	90%
2017	87%
2018	95%
2019	93%

identify this as a "high" priority. This, in fact, has consistently been stakeholders' highest ranked priority.

Our school, school district, and community are desirable places in which to work, and most vacancies (apart from vacancies in Special Education positions, science positions, and math positions) yield large pools of qualified candidates. The impact of relatively low per-pupil funding and the Academy's relatively low allocation of Supplemental funding under the state's Local Control Funding Formula (LCFF), however, is making it difficult for the Academy to keep pace with the salaries and compensation packages offered by other local school districts that receive more funding under LCFF. Additionally, the high school has experienced some teacher turnover due to retirements, promotions, teachers wanting to move closer to family, teachers returning to graduate school, and teachers opting for different work settings. Staff are hoping to reduce the amount of turnover in the years to come.

Credentialing may pose some challenges at the Academy. At the high school level, teachers with single subject credentials in some content areas (science and math) are in high demand. Career Technical Education (CTE) courses require industry experience and a CTE credential. Orcutt Academy High School was part of a consortium (along with two junior high schools from the Orcutt Union School District) to earn a CTE Incentive Grant from the state in Spring 2016; however, the consortium was not able to recruit a qualified CTE teacher and ultimately had to turn down the funds. Special Education teachers remain in high demand. Meanwhile, the K-8 campus and K-8 independent study program utilize teachers with multiple subject credentials.

Conditions of Learning: Instructional Materials
Currently the Orcutt Academy has instructional materials that are standards-aligned and compliant with the Williams Act. The Academy's K-8 independent study program is one series behind the district in mathematics and English/language arts.

Math Adoption
At its January 2014 board meeting, the California State Board of Education adopted California State Standards-aligned math programs. For the current school year, the Houghton Mifflin Math Expressions program has been adopted for grades TK-5 and the College Preparatory Mathematics (CPM) program adopted for grades 6-8 and for Algebra I, Geometry, and Algebra II at the high school. Teachers have received training in the new programs during professional development days, district workshops, and outside workshops. The total cost of adoption of these materials has been approximately $60,000 to date.

English/Language Arts Adoption
California State Standards-aligned English/language arts materials were approved for adoption by the California State Board of Education in November of 2015. English/Language Arts materials selected for adoption for the current school year include Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades TK-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. As with the mathematics adoption, TK-8 teachers have received training in the new programs during professional development days, district workshops, and outside workshops. The total cost of adoption of these materials has been approximately $50,000 to date.

As for E/LA textbooks and materials, the OAHS English Department is continuing to emphasize having students reading entire pieces of literature instead of reading excerpts from literature typically found in textbook anthologies. At this time, OAHS English teachers are not looking to adopt a new textbook series.

In addition to the purchase of newly adopted, standards-aligned materials, staff have identified the need to increase the number of non-fiction books available in our school libraries and classrooms, primarily in the upper elementary and junior high school grades, due to the increased emphasis on reading informational text present in the new standards. A small budget for additional library books has been allocated to the library shared by the K-8 campus and Olga Reed School in Los Alamos.

Surveys of Orcutt Academy stake-holders indicate strong support to ensure student access to instructional materials.

Survey on LCAP Priorities Priority: Ensure student access to instructional materials	
Year	% Identifying as "High" Priority
2014	87%
2015	79%
2016	77%
2017	77%
2018	70%
2019	72%

School Facilities Maintained and in Good Repair
Well maintained facilities that function as they are intended are imperative for learning. While our school facilities are in good repair, they are in varying states as regards modernization. The high school sits on a former elementary school campus that last was modernized in the early 2000s; the campus needs further upgrades and conversion of some features such as restroom fixtures to those more appropriate for a high school. The Los Alamos campus on which OAK-8 sits has not been modernized in decades. The older classroom wings, cafeteria, and several restrooms have not been modernized and are in great need of improvements inside and out, including interior and exterior painting, new carpeting, new flooring, and an alarm system. Rodents such as skunks and squirrels have been inhabiting the underside of the modular classrooms used by OAK-8; rodent abatement needs to take place. The Casmalia campus on which OA Independent Study sits is in somewhat better condition, but still is in need of modernization that includes air conditioning, an alarm system, and restroom upgrades. All OA campuses will benefit from the passage of Measure G, a $60 million general obligation bond approved by Orcutt Union School District voters in November 2016. Indeed, Measure G projects scheduled for Summer 2019 and the 2019-2020 school year will address fencing and security on the OAK-8/Olga Reed campus in Los Alamos, the cafeteria and restrooms in Los Alamos, and restrooms at OAHS. These are part of an initial wave of Measure G improvements; in the years to come the bond will respond to the most critical of the needs outlined in the district's facilities master plan.

In addition to the facilities needs, aging technology needs to be constantly updated, and some classroom furniture is antiquated. OAHS staff would like to continue adding new furniture in the years to come as budget allows.

Following is a more specific look at the facilities at each OA site:

Orcutt Academy K-8 campus: Since moving to Los Alamos, the K-8 campus has a much improved facilities situation. Students and staff have access to larger classrooms as well as an additional classroom that is utilized for academic intervention, science exploration, hands-on activities, and arts activities. Students and staff also have access to common facilities shared with Olga Reed School. These include a cafeteria, library, gymnasium, science lab, computer lab, track, field, tennis court, and school garden. A welcome addition to the campus was the installation of a new projection screen, sound system, and projector in the gym. Staff are very pleased with the facilities offered in Los Alamos. For OAK-8, a priority for the future is to improve the gathering area used each morning by OAK-8 students and staff. Rooms 8A and 8B (both modular classrooms) are desiring an awning over classroom doors to protect against the rain and sun. And both OAK-8 and neighboring Olga Reed are desiring the upgrading of the campus' Internet bandwidth (both hard-wired and wifi). The Internet connection in Los Alamos is continually taxed, often slowing the download speed experienced by students and staff.

Orcutt Academy Independent Study: Since moving to Casmalia, the K-8 independent study program has a much improved facilities situation as well. Students and staff now have access to three small classrooms, a small classroom that doubles as a school library, a small room that

serves as a home study meeting room as well as a staff work room, and a large multi-use room. The school site also has an office, health/principal's office, children's and adult restrooms, blacktop area, play structure, field, and school garden. As needed, staff can utilize two seatrain storage units placed on the site. Staff are very pleased with the facilities offered in Casmalia. Priorities for the future are to (1) add a playground shade structure of some sort, (2) maintain a level, graded area of the outside field for student recreation, and (3) continue to put the program's "stamp" on the campus, so students, families, and staff feel ownership over it. In association with the third goal, the program's Staff/Parent Group organized a successful School Beautification Day in 2017 in which a mural was painted, a bench was donated and painted, and numerous other improvements were made.

Orcutt Academy High School: Immediate facilities needs for the high school include addressing roof leaks that occur after rainstorms, especially in the block consisting of Rooms 5-8 and the office/staff lounge. Cameras (14 currently operating) have been installed on campus as a deterrent to vandalism and misbehavior. As for the longer term, the high school campus is built out, with no possibility of adding modular classrooms or other facilities. Facilities was a major topic at a strategic planning session for OAHS in March 2015, as staff identified needs for a larger build room for the school's Robotics Team, additional science labs, additional athletic facilities (for team practices and games/competitions), additional office space for administrative and office staff, additional classrooms, an improved lunch area for students, and a performing arts area/facility.   Since that session, the Robotics Team was moved into a new, larger build room that previously served as the school's Band Room; the team has been grateful for this. Meanwhile, the school's at-capacity facilities situation has militated against additional facilities solutions. Several teachers are sharing classrooms, and office space has encroached into the teacher work room. Students and parents are seeking improvements to the student parking area behind the school and adjacent to Dyer Street and Rice Ranch Road. The aforementioned Measure G figures to provide funding for improvements.

Surveys of Orcutt Academy stake-holders indicate strong support to ensure quality facilities for students.

Survey on LCAP Priorities	
Priority: Ensure facilities in good repair	
Year	*% Identifying as "High" Priority*
2014	87%
2015	62%
2016	65%
2017	72%
2018	65%
2019	70%

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 Orcutt Academy continues its progress toward full California State Standards implementation. The district has implemented support systems to support teachers in the

implementation of and transition to the California adopted standards. District Teachers on Special Assignment and a Teacher on Special Assignment at OAHS are available to lead staff development efforts and support teacher implementation of the California State Standards, the integration of technology into the instructional program, and academic intervention programming. This will be the primary role of the district's K-8 TOSA positions over the next five to seven years, as this transition occurs not only with English/language arts and mathematics, but with new standards in history/social science and the Next Generation Science Standards. Additionally, the integration of technology and the role it plays with instruction will continue to develop over the next few years.

In the past two school years, teachers have continued to play a vital role in implementing and facilitating the implementation of, the California State Standards. OAK-8 teachers and an OA Independent Study teacher have participated in numerous presentations on English/language arts by district consultant and reading expert Tina Pelletier, and teachers implementing the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) intensive intervention program have received personal coaching from Pelletier. Teachers from all three OA campuses have participated in numerous workshops, trainings, conferences, and district professional development institutes associated with California State Standards implementation, including district and site staff development days. At the center of California State Standards implementation are teacher Professional Learning Communities. OAHS teachers are part of department-based PLC teams, with a rotating teacher "PLC Lead" serving as facilitator. OAK-8 teachers have their own PLC team focused on Tier 2 (academic intervention) but also join Olga Reed teachers in PLC teams focused on Tier 1 (initial classroom instruction). OA Independent Study teachers would like to form their own PLC team; however, limitations in staffing and work days have precluded this from happening. Staff are pleased with the support provided by district Teachers on Special Assignment, and ideally would like to have more access to TOSA support in the future.

Textbook and support materials aligned with California State Standards and Next Generation Science Standards (NGSS) will be implemented when high quality materials become available for adoption. At OAHS, where many teachers are the only ones to teach their assigned courses, teachers have indicated they appreciate the flexibility they have to select textbooks and supplementary materials in concert with colleagues in their department. As an example, a new textbook recently was approved for the 11th grade U.S. History course because it better aligns with the textbook being used for the 10th grade Modern World History course.

Careful consideration will be given to the use of 21st Century Learning Skills in teaching and learning. Technology has emerged as a need for standards implementation, and the district has been eager to provide devices and other technology access so long as recipient teachers participate in district technology academies. All three OA campuses have had teachers participate in the district's Digital Media Academy, OAK-8 and OAHS have had participants in the iPad Academy, OAHS has had participants in the Chromebook Academy, and OAK-8 has a participant in the district's new STEAM Leader Academy. With projects involving technology

becoming more commonplace, staff and students are asking for more technology as well as improvements in the school sites' networking and wireless capacity.

Surveys of Orcutt Academy stake-holders indicate lower support (relative to other LCAP priorities) for implementing state standards. Of the state's LCAP priorities, this has been the lowest-ranked priority for survey respondents for the past five years.

Survey on LCAP Priorities Priority: Implement California State Standards	
Year	*% Identifying as "High" Priority*
2014	65%
2015	30%
2016	41%
2017	26%
2018	32%
2019	28%

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 K-8 campus are provided with a well-rounded schedule which includes opportunities to participate in higher level coursework. As needed, eighth graders have had the ability to accelerate in math by taking an Algebra course at OAHS; due to demand from both OAK-8 and Olga Reed, staff are exploring an Algebra class on campus in Los Alamos in 2019-2020. The high school offers students numerous concurrent enrollment classes and Advanced Placement classes as well as the opportunity to take higher-level courses at each student's pace. The success and popularity of the OAHS *Get Focused…Stay Focused!* Program has impelled the school to bookend the required semester-long Professional Development (PROD) 101 course with the year-long Success 103 course for seniors. Thanks to a partnership with Allan Hancock College, OAHS offers college credit for eight courses: Business 101, Entrepreneurship 101, Early Childhood Studies 100, History 101, History 102, History 107, History 108, and PROD 301. A goal for the future is the implementation of a career pathway that includes CTE courses in a designated industry. OAHS was part of a consortium (along with the Lakeview and Orcutt junior high schools in the Orcutt Union School District) that received a state CTE Incentive Grant last spring. The consortium had plans to establish a pathway of courses in the industry of engineering/advanced manufacturing, but due to issues with teacher recruitment needed to return the funds to the state.

Surveys of Orcutt Academy stake-holders 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
2014	92%
2015	82%
2016	89%
2017	85%
2018	78%
2019	73%

Additional needs in this area include:
- The need for continuing professional development in 21st Century Learning Practices and the integration of technology into the instructional program
- The need to add classroom technology (i.e., laptops and Chromebooks) at OAHS
- The need for assistance in implementation of designated and integrated English Language Development (ELD) instruction at the high school
- The need for intervention support in English/language arts and math at all levels to support at-risk students, including low-income students, English Learners, and foster youth to provide them with access to rigorous coursework and support their success
- The need to provide more opportunities for collaboration and participation in Professional Learning Communities (PLCs) for high school teachers who are the only ones teaching a given course
- The need for more parent education in the curriculum changes driven by the California State Standards
- The need for more teaching to students on digital citizenship
- The need for more opportunities for OAHS students to participate in job shadowing
- More California State Standards-aligned instructional materials for OA Independent Study

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 are making progress in the new assessment system – California Assessment of Student Performance and Progress (CAASPP) – that is aligned with California State Standards and the Smarter Balanced Assessment Consortium (SBAC). The following data as reported on the California School Dashboard reflect Spring 2019 results for grades 3-8:

English Language Arts Assessment Report

LEARN MORE

English Language Arts

All Students　State

Green

24.4 points above standard

Declined 15.5 Points

EQUITY REPORT
Number of Student Groups in Each Color

0	1	1	1	0
Red	Orange	Yellow	Green	Blue

View More Details →

Orange

Hispanic

Yellow

Socioeconomically Disadvantaged

Green

White
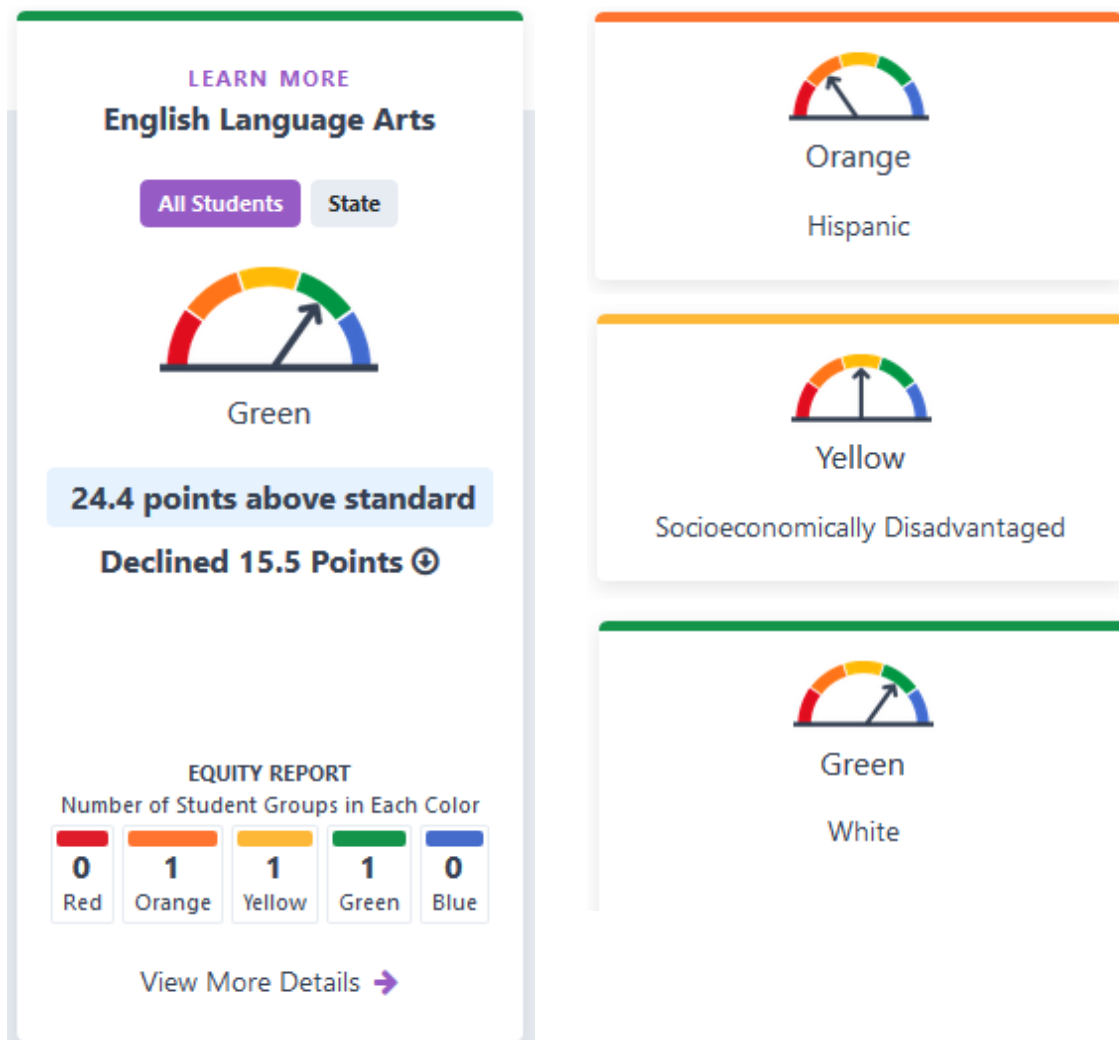
Staff take pride in the green dashboard rating for English/Language Arts achievement by all grades 3-8 students but note that the Hispanic and Socioeconomically Disadvantaged subgroups in grades 3-8 need to improve.

As mentioned earlier, the California School Dashboard reflects results only for grades 3-8 and does not include results for grade 11. The following charts contain OA's results in English/Language Arts for each of the tested grade levels, including grade 11. The charts also show results by goal areas within E/LA.

Overall Achievement for All Students																			
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2391.3	2456.3	2426.1	25	34.62	36.36	17	26.92	9.09	8	23.08	27.27	50	15.38	27.27
Grade 4	2422.4	2487.4	2466.1	21	35.29	26.09	21	11.76	21.74	0	29.41	21.74	57	23.53	30.43
Grade 5	2506.0	2471.8	2509.8	25	11.11	22.22	33	27.78	27.78	17	27.78	22.22	25	33.33	27.78
Grade 6	2511.8	2529.0	2493.2	19	4.55	6.25	13	40.91	25.00	38	36.36	43.75	31	18.18	25.00
Grade 7	2553.7	2566.3	2573.6	17	22.73	13.04	44	31.82	43.48	11	27.27	30.43	28	18.18	13.04
Grade 8	2580.9	2579.4	2568.9	13	21.74	12.00	56	34.78	32.00	13	17.39	40.00	19	26.09	16.00
Grade 11	2660.4	2647.4	2627.5	42	40.29	35.29	38	35.97	30.15	18	19.42	21.32	2	4.32	13.24
All Grades	N/A	N/A	N/A	33	31.46	27.76	36	32.96	28.52	16	22.85	25.86	15	12.73	17.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	38.46	22.73	25	46.15	45.45	50	15.38	31.82
Grade 4	14	29.41	13.04	29	58.82	60.87	57	11.76	26.09
Grade 5	25	11.76	38.89	42	52.94	27.78	33	35.29	33.33
Grade 6	19	9.09	12.50	31	63.64	31.25	50	27.27	56.25
Grade 7	22	36.36	39.13	50	40.91	52.17	28	22.73	8.70
Grade 8	38	30.43	28.00	38	34.78	44.00	25	34.78	28.00
Grade 11	43	48.20	44.12	48	40.29	44.85	9	11.51	11.03
All Grades	36	37.97	35.36	44	44.36	44.87	21	17.67	19.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	26.92	22.73	50	50.00	50.00	42	23.08	27.27
Grade 4	14	23.53	34.78	36	58.82	34.78	50	17.65	30.43
Grade 5	50	11.76	16.67	33	52.94	66.67	17	35.29	16.67
Grade 6	13	22.73	12.50	50	59.09	31.25	38	18.18	56.25
Grade 7	22	36.36	30.43	50	40.91	43.48	28	22.73	26.09
Grade 8	38	43.48	20.00	44	26.09	60.00	19	30.43	20.00
Grade 11	56	45.32	41.91	38	43.88	39.71	6	10.79	18.38
All Grades	44	37.22	33.08	40	45.49	43.73	16	17.29	23.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	26.92	27.27	67	61.54	54.55	25	11.54	18.18
Grade 4	14	17.65	21.74	64	70.59	65.22	21	11.76	13.04
Grade 5	17	11.76	33.33	67	76.47	61.11	17	11.76	5.56
Grade 6	13	13.64	31.25	88	72.73	43.75	0	13.64	25.00
Grade 7	11	18.18	21.74	72	63.64	78.26	17	18.18	0.00
Grade 8	13	17.39	24.00	75	65.22	64.00	13	17.39	12.00
Grade 11	32	34.53	31.62	63	58.27	62.50	5	7.19	5.88
All Grades	24	26.69	28.90	67	62.78	62.36	9	10.53	8.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	34.62	27.27	33	46.15	50.00	50	19.23	22.73
Grade 4	14	35.29	17.39	36	47.06	73.91	50	17.65	8.70
Grade 5	50	11.76	16.67	42	64.71	50.00	8	23.53	33.33
Grade 6	19	13.64	12.50	56	63.64	68.75	25	22.73	18.75
Grade 7	39	40.91	21.74	33	45.45	65.22	28	13.64	13.04
Grade 8	13	34.78	28.00	69	39.13	52.00	19	26.09	20.00
Grade 11	58	56.12	38.24	39	34.53	49.26	4	9.35	12.50
All Grades	45	43.23	30.04	41	42.11	54.37	14	14.66	15.59

Overall, the percentage of OA students in grades 3-8 and 11 meeting or exceeding standard went from 64.4 percent in 2016-2017 to 56.3 percent in 2017-2018. The percentage of students exceeding standard in E/LA overall has declined. Generally, rates of meeting or exceeding proficiency increase as the grade levels progress. Grades 3 and 4 are lower performing grades both overall and in the goal areas. Reading is the goal area with the highest percentage of students below standard, but Writing closely follows.

Mathematics Assessment Report

LEARN MORE
Mathematics

All Students | State

Green

7.6 points below standard

Increased 4.8 Points ⓘ

EQUITY REPORT
Number of Student Groups in Each Color

0	1	1	1	0
Red	Orange	Yellow	Green	Blue

View More Details →

Orange

Socioeconomically Disadvantaged

Yellow

Hispanic

Green

White
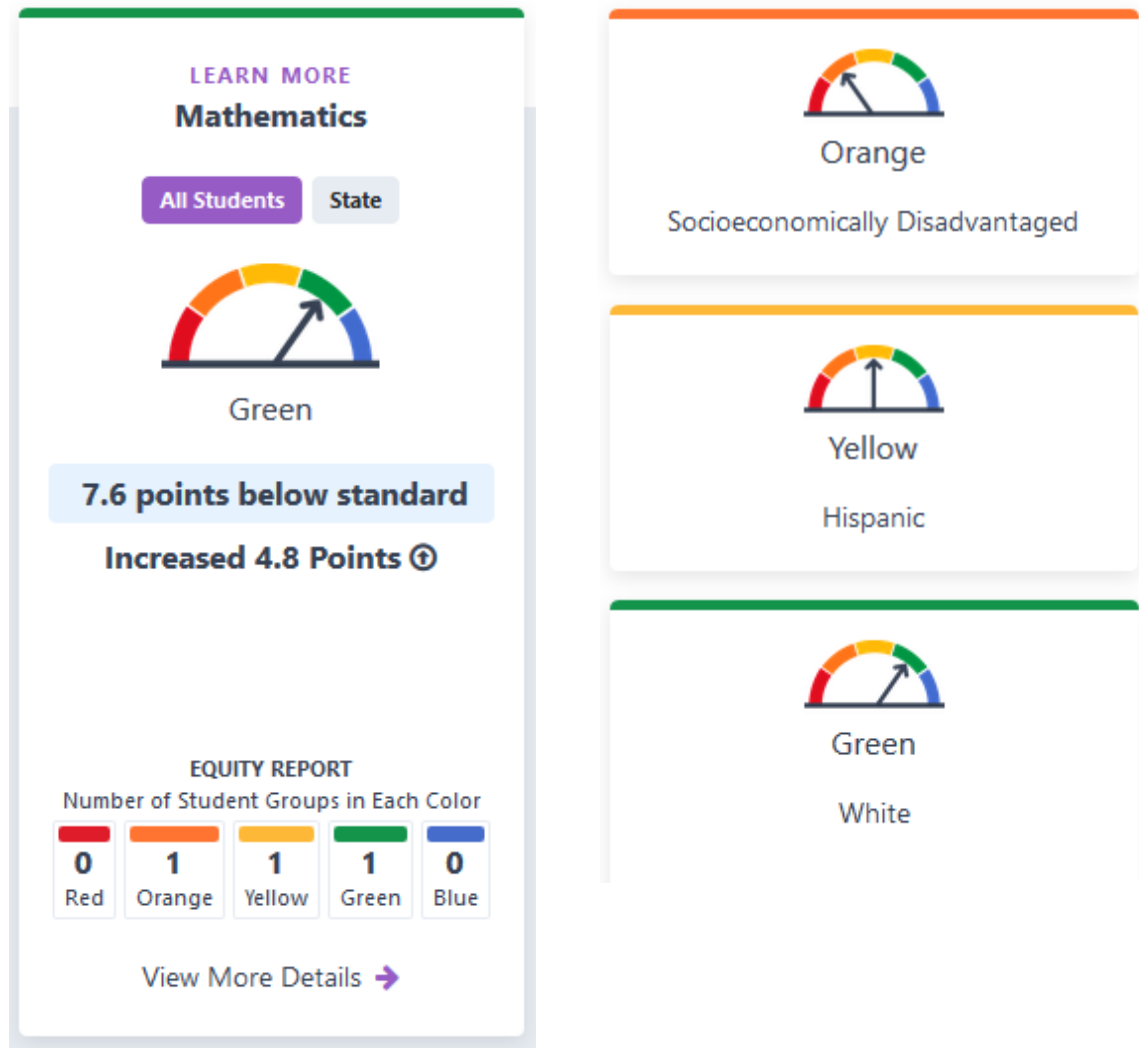
Math performance overall by grades 3-8 was sufficient to lift the school out of orange status on the California School Dashboard (it now is green). The Socioeconomically Disadvantaged subgroup slipped from yellow to orange status, while the Hispanic subgroup improved from orange to yellow. The following charts contain OA's results in Mathematics for each of the tested grade levels, including grade 11. The charts also show results by goal areas within Math.

	Overall Achievement for All Students														
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2406.8	2440.6	2437.9	17	11.54	31.82	17	53.85	9.09	33	11.54	31.82	33	23.08	27.27
Grade 4	2450.9	2476.8	2448.3	7	29.41	8.70	14	17.65	30.43	43	23.53	21.74	36	29.41	39.13
Grade 5	2503.2	2469.2	2507.0	17	5.56	22.22	25	16.67	16.67	25	33.33	22.22	33	44.44	38.89
Grade 6	2505.8	2493.0	2498.4	13	9.09	6.25	19	22.73	25.00	31	22.73	25.00	38	45.45	43.75
Grade 7	2558.9	2524.2	2553.7	22	13.64	29.17	28	22.73	8.33	22	40.91	37.50	28	22.73	25.00
Grade 8	2566.0	2565.9	2553.0	19	17.39	17.39	25	21.74	17.39	25	30.43	34.78	31	30.43	30.43
Grade 11	2642.1	2626.5	2633.4	20	16.67	18.38	35	38.41	33.82	33	26.81	30.15	12	18.12	17.65
All Grades	N/A	N/A	N/A	19	15.41	19.08	30	33.08	25.95	32	26.69	29.77	20	24.81	25.19

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	34.62	36.36	33	38.46	27.27	50	26.92	36.36
Grade 4	7	29.41	21.74	57	23.53	30.43	36	47.06	47.83
Grade 5	17	22.22	33.33	33	22.22	16.67	50	55.56	50.00
Grade 6	19	13.64	12.50	25	31.82	43.75	56	54.55	43.75
Grade 7	22	22.73	33.33	39	36.36	33.33	39	40.91	33.33
Grade 8	25	21.74	21.74	38	39.13	47.83	38	39.13	30.43
Grade 11	33	30.43	40.44	46	43.48	36.03	21	26.09	23.53
All Grades	27	27.44	33.97	43	38.35	34.73	30	34.21	31.30

	Problem Solving & 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**		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	19.23	36.36	42	61.54	27.27	33	19.23	36.36
Grade 4	14	23.53	13.04	57	47.06	47.83	29	29.41	39.13
Grade 5	42	5.56	27.78	33	38.89	38.89	25	55.56	33.33
Grade 6	13	18.18	12.50	63	40.91	50.00	25	40.91	37.50
Grade 7	17	13.64	25.00	61	59.09	41.67	22	27.27	33.33
Grade 8	25	21.74	17.39	38	34.78	65.22	38	43.48	17.39
Grade 11	28	24.64	22.06	59	55.07	55.15	12	20.29	22.79
All Grades	26	21.05	22.14	56	51.50	50.38	19	27.44	27.48

Grade Level	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	23.08	36.36	50	65.38	36.36	33	11.54	27.27
Grade 4	14	29.41	21.74	50	47.06	43.48	36	23.53	34.78
Grade 5	8	5.56	22.22	58	44.44	38.89	33	50.00	38.89
Grade 6	13	13.64	12.50	56	45.45	37.50	31	40.91	50.00
Grade 7	28	18.18	29.17	56	59.09	54.17	17	22.73	16.67
Grade 8	19	26.09	13.04	56	47.83	69.57	25	26.09	17.39
Grade 11	36	28.26	30.15	53	57.25	57.35	10	14.49	12.50
All Grades	29	24.06	26.72	54	54.89	52.67	17	21.05	20.61

In the CAASPP Math assessments, the percentage of OA students in grades 3-8 and 11 meeting or exceeding standard went from 48.5 percent in 2016-2017 to 45.03 percent in 2017-2018. Proficiency in math is lower than in English/language arts. As with English/language arts, math achievement generally rises as the grade levels progress. Concepts and Procedures has continued to be the weakest sub-area within Mathematics. For the second straight year the Leadership Team for the K-8 campus has made Math Concepts and Procedures a focus area for initial (Tier 1) instruction.

English Learners

Additional information on distance from standard for current English Learners and prior or redesignated English Learners is not available, as these groups are not statistically significant. The California School Dashboard data for distance from standard in E/LA is as follows:

Current English Learners	Reclassified English Learners	English Only
No Data	No Data	24.3 points above standard
No Data	No Data	Declined 18.9 Points ⊕
Number of Students: 10	Number of Students: 3	Number of Students: 215
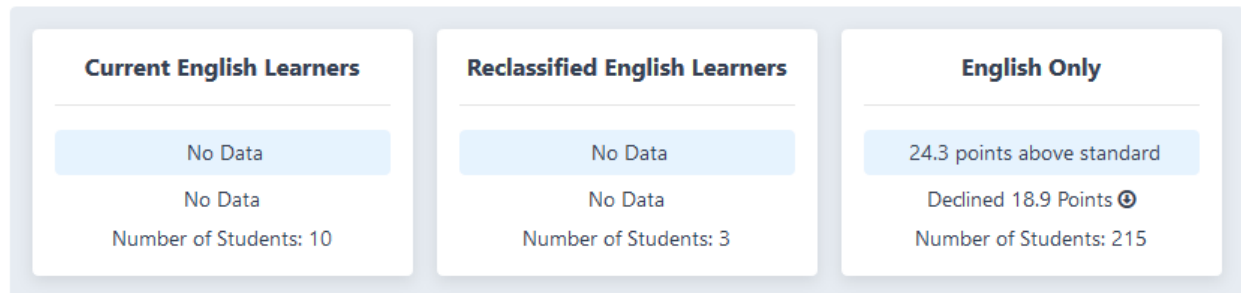
Dashboard data for distance from standard in mathematics is as follows, with the EL subgroups again statistically insignificant:

Current English Learners	Reclassified English Learners	English Only
No Data	No Data	7.9 points below standard
No Data	No Data	Maintained 0.9 Points
Number of Students: 9	Number of Students: 3	Number of Students: 214
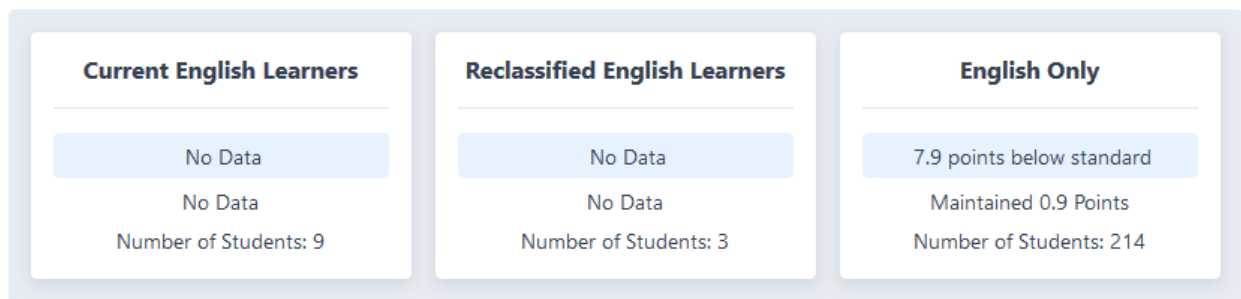
Data from the California School Dashboard on English Learners' progress toward proficiency in English is as follows:

LEARN MORE
English Learner Progress

[All Students] [State]

English Language Proficiency Assessments for California Results

Number of Students: 22

Level 4 - Well Developed
50%

Level 3 - Moderately Developed
45.5%

Level 2 - Somewhat Developed
4.5%

Level 1 - Beginning Stage
0%
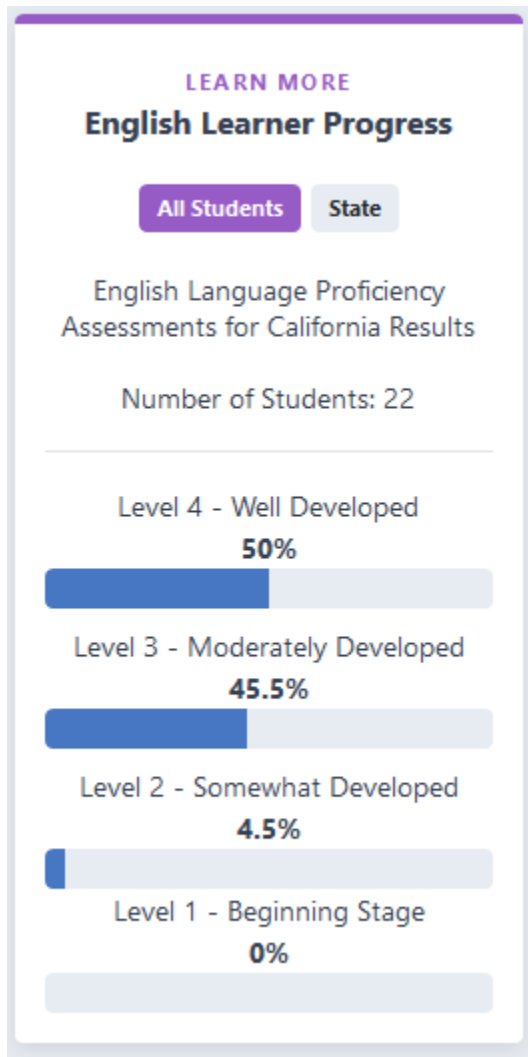
English Language Development (ELD) is provided to English Learners at OA. In grades TK-8, OAK-8 provides both integrated ELD (integrated within classroom instruction) and designated ELD (specific ELD at an English Learner's level). ELD is a topic taken up frequently during PLCs at OAK-8, as teachers discuss ELPAC results, curriculum, ELD implementation, progress monitoring, and redesignation. OAHS has had designated ELD available to English Learners in the past, but a shift in ELD implementation for 2018-2019 has had the OAHS staff working to provide more regular doses of designated ELD for English Learners while also providing integrated ELD in content-area courses.

Foster Youth
Foster Youth are not a statistically significant subgroup at the Academy.

Advanced Placement (AP) Data

In 2017-2018 Advanced Placement testing, the number of end-of-course AP tests taken (210, from 183 in 2016-2017) and the percentage of OAHS students scoring 3 or higher on the AP test (64.3 percent, from 62.3) increased a bit from the previous year. OAHS' percentage of students scoring 3 or higher is a tick higher than the state percentage of 63.7 and higher than the national percentage of 61.3. A full breakdown can be found as follows:

Orcutt Academy High School (054287)

% of Total AP Students with Scores 3+

Legend: Orcutt Academy High School (054287) | California | Global
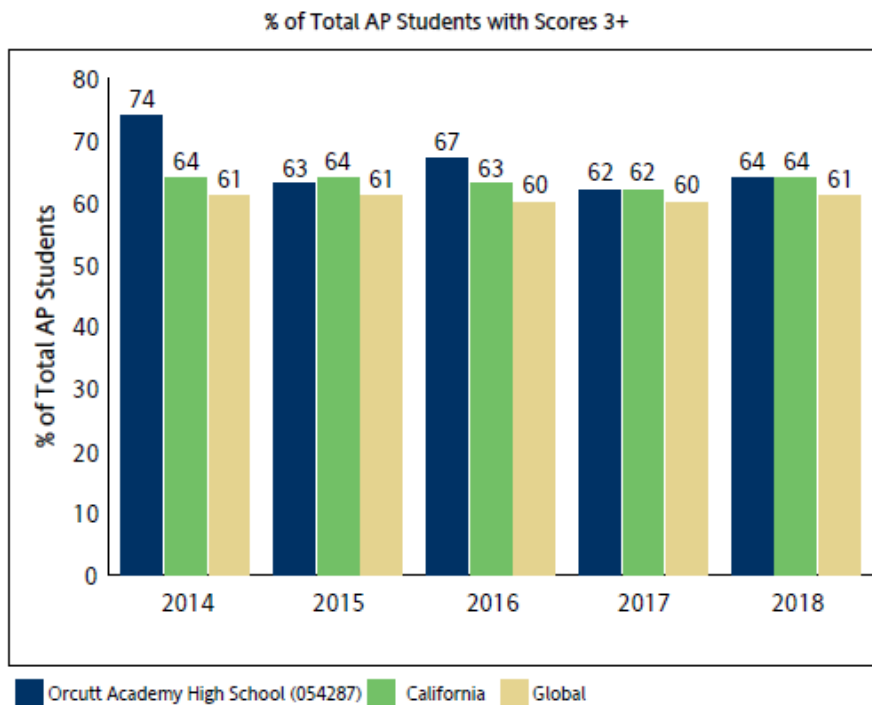
	2014	2015	2016	2017	2018
Orcutt Academy High School (054287)					
Total AP Students	164	170	158	114	126
Number of Exams	273	288	260	183	210
AP Students with Scores 3+	122	107	106	71	81
% of Total AP Students with Scores 3+	74.4	62.9	67.1	62.3	64.3
California					
Total AP Students	354,227	372,502	396,254	416,758	425,545
Number of Exams	668,479	707,509	749,392	791,238	804,962
AP Students with Scores 3+	227,801	237,063	247,846	259,641	271,191
% of Total AP Students with Scores 3+	64.3	63.6	62.5	62.3	63.7
Global					
Total AP Students	2,352,026	2,497,164	2,625,319	2,762,293	2,832,767
Number of Exams	4,199,454	4,516,044	4,741,566	5,006,273	5,145,276
AP Students with Scores 3+	1,442,136	1,515,264	1,583,115	1,666,078	1,737,039
% of Total AP Students with Scores 3+	61.3	60.7	60.3	60.3	61.3

In analyzing AP testing, it needs to be noted that OAHS and other local high schools are increasingly emphasizing concurrent enrollment (as OAHS does with Allan Hancock College) in place of AP courses. Concurrent enrollment affords students the opportunity to accrue college credit in rigorous courses without having the burden of a single high-stakes test.

Scholastic Aptitude Test (SAT) and Preliminary Scholastic Aptitude Test (PSAT)
At OAHS the SAT is the most frequently-taken college admissions test. Scores on the SAT range from 400 to 1600, combining test results from two 800-point sections: Mathematics and Evidence Based Reading and Writing (ERW). For the current school year, the mean score for an OAHS student taking the SAT is 1199. SAT results also can be viewed from the perspective of meeting college and career readiness benchmarks in Mathematics and ERW. For the current school year, the percentage of students meeting both benchmarks is not yet available.

In preparation for taking the SAT and other college admissions tests, OAHS students take the PSAT in two forms, Version 10 and the National Merit Scholarship Qualifying Test (NMSQT). Scores from the PSAT mirror the way SAT results are reported, including college and career readiness benchmarks. A look at the past two years of SAT and PSAT results shows that OAHS students consistently surpass the mean scores and benchmark percentages of students statewide and in the total group of SAT and PSAT test-takers:

2017-2018 School Year

SAT

Testing Date	Test Takers	Mean Scores			% Met Benchmarks		
		Total	ERW	Math	Both	ERW	Math
March 2018	68	1199	597	602	76%	94%	78%
January 2018	10	1109	552	557	60%	80%	60%
December 2017	14	1099	546	554	57%	79%	57%
November 2017	28	1151	575	577	54%	82%	61%
October 2017	13	1160	578	582	77%	100%	77%
California	No summative results for 2017-2018 available yet						
Total Group	No summative results for 2017-2018 available yet						

PSAT 10, Spring 2018

Group	Test Takers	Mean Scores			% Met Both ERW & Math Benchmarks
		Total	ERW	Math	
Grade 10	134	999	502	497	63%
California	26,076	907	459	448	33%
Total Group	84,533	949	478	471	43%

PSAT/NMSQT, Fall 2017

Group	Test Takers	Mean Scores			% Met Both ERW & Math Benchmarks
		Total	ERW	Math	
Grade 11	74	1129	570	559	70%
California	227,468	970	490	481	34%
Total Group	1,797,055	1014	512	502	44%

2018-2019 School Year

SAT

Testing Date	Mean Scores			% Met Benchmarks		
	Total	ERW	Math	Both	ERW	Math
All Inclusive	1199	600	599	Not available yet		
California	No summative results available yet					
Total Group	No summative results available yet					

PSAT 10, Spring 2019

Group	Test Takers	Mean Scores			% Met Both ERW & Math Benchmarks
		Total	ERW	Math	
Grade 10	147	1019	508	511	62%
California	25,029	912	460	451	34%
Total Group	123,861	935	468	467	40%

PSAT/NMSQT, Fall 2018

Group	Test Takers	Mean Scores			% Met Both ERW & Math Benchmarks
		Total	ERW	Math	
Grade 11	50	1074	546	528	64%
California	232,112	969	489	479	34%
Total Group	1,746,647	1013	512	501	43%

American College Testing (ACT) Results
The ACT is another popular college aptitude test. A perfect score is a 36, while the national average is 20.9 and the California average is 22.7. In 2018-2019, OAHS students taking the ACT exceeded both national and state averages with an average score of 24.9.

On the ACT, a benchmark scores is the minimum score needed on an ACT subject-area test to indicate a 50% or higher chance of obtaining a B grade or higher or a 75% or higher chance of obtaining a C grade or higher in the corresponding credit-bearing college courses. In looking at benchmark scores for this school year, one will see that the percentage of OAHS students accomplishing benchmark considerably exceeds both California and national percentages.

A complete report on ACT testing from 2017-2018 follows:

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2014	0	113,732		21.8		22.8		22.3		21.7		22.3
2015	0	121,815		22.1		22.7		22.6		22.0		22.5
2016	54	127,225	23.0	22.1	23.8	22.7	24.6	22.9	23.8	22.1	23.9	22.6
2017	41	130,665	25.7	22.5	25.2	22.7	25.8	23.1	24.2	22.2	25.4	22.8
2018	**42**	**118,521**	**25.1**	**22.5**	**24.1**	**22.5**	**25.2**	**23.0**	**24.7**	**22.1**	**24.9**	**22.7**

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework

Are Your Students Ready for College?

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

* English Composition: 18 on ACT English Test
* College Algebra: 22 on ACT Mathematics Test
* Social Science: 22 on ACT Reading Test
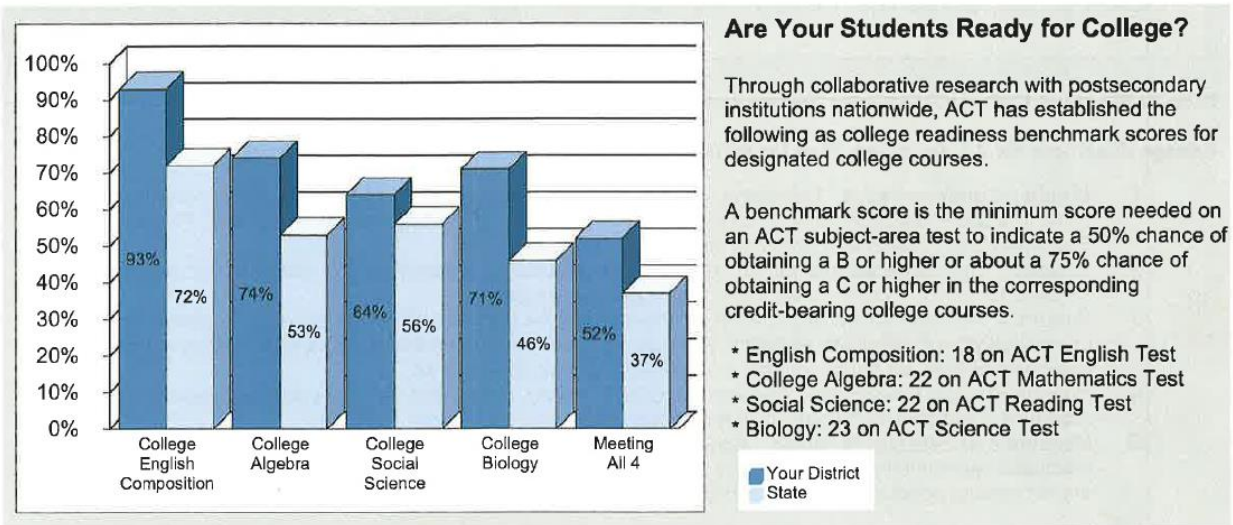* Biology: 23 on ACT Science Test

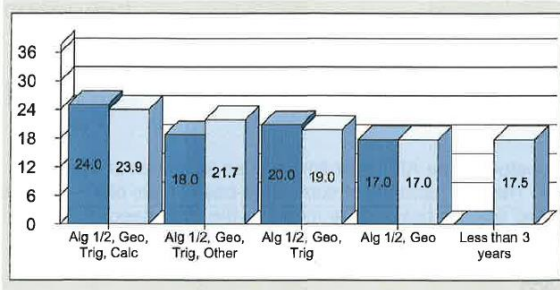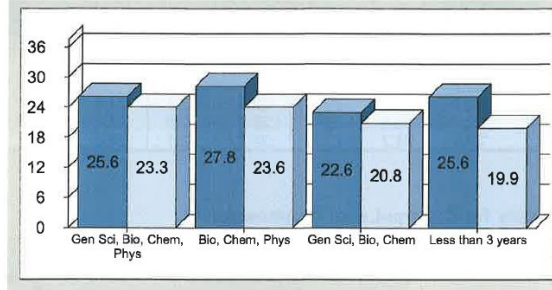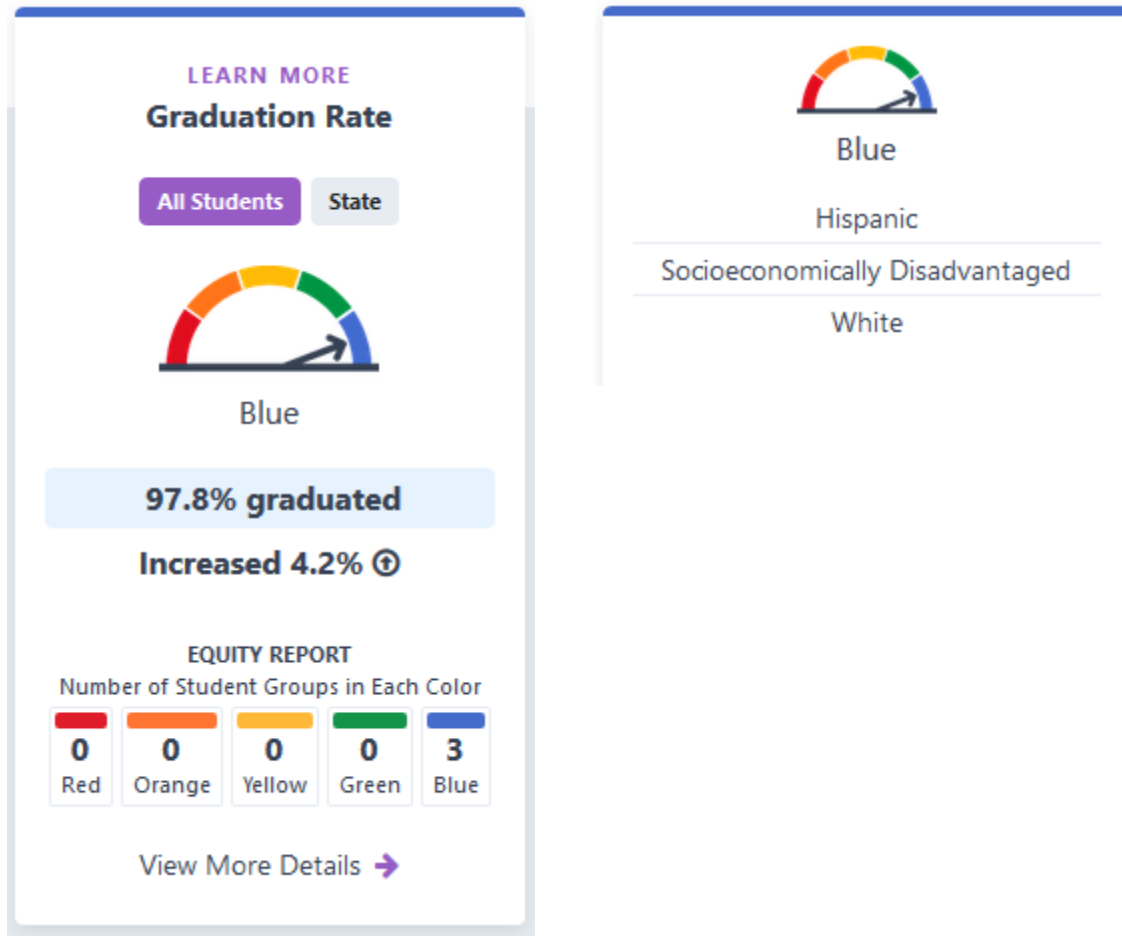**Figure 2. Average ACT Mathematics Scores by Course Sequence**

Figure 3. Average ACT Science Scores by Course Sequence

Graduation Rate

The high school has maintained a high graduation rate and has remained in blue status on the California School Dashboard. The Dashboard indicators for this are as follows:

Course Completion and College/Career Readiness

From the Class of 2018, 84 percent of graduates accomplished the University of California's a-g requirements, and this year's graduating class has posted a highest-ever 89 percent in fulfillment. To be sure, only some graduates ultimately matriculate to UC schools, and many graduates opt to attend community college instead of a four-year college or university. Nonetheless, the trend of students accomplishing a-g requirements is holding strong, as the chart at right shows.

% Graduating Seniors with UC a-g Approval	
Class of 2013	75%
Class of 2014	70%
Class of 2015	83%
Class of 2016	83%
Class of 2017	79%
Class of 2018	84%
Class of 2019	89%

Meanwhile, staff are working to increase the percentage of sophomores and juniors who are able to identify a college major they are interested in pursuing. To this end, OAHS had implemented a *Get Focused…Stay Focused!* curriculum that engages students in (1) exploration of personal strengths, preferences, and career interests; and (2) the development of personal 10-year plan for high school, college, and beyond. Since the

Percentage of OAHS Sophomores and Juniors Identifying a College Major		
School Year	*% Sophomores*	*% Juniors*
2013-2014	10%	10%
2014-2015	20%	35%
2015-2016	78%	85%
2016-2017	70%	75%
2017-2018	93%	94%
2018-2019	91%	92%

implementation of this curriculum, the percentage of students who can identify a major they are interested in has grown substantially as documented by counselors from their annual meetings with students (see chart).

Success 103 now is a graduation requirement at OAHS. As the capstone to the *Get Focused…Stay Focused!* curriculum, the course engages seniors in the fine-tuning of their personal plan for postsecondary and career success. Additionally, OA has earned a green rating on the California School Dashboard for College/Career Readiness. Dashboard ratings are as follows:

LEARN MORE
College/Career

All Students   State

Green

59.7% prepared

Increased 5.8%

Orange

Hispanic

Blue

Socioeconomically Disadvantaged

White

EQUITY REPORT
Number of Student Groups in Each Color

| 0	1	0	0	2
Red	Orange	Yellow	Green	Blue

View More Details ➜
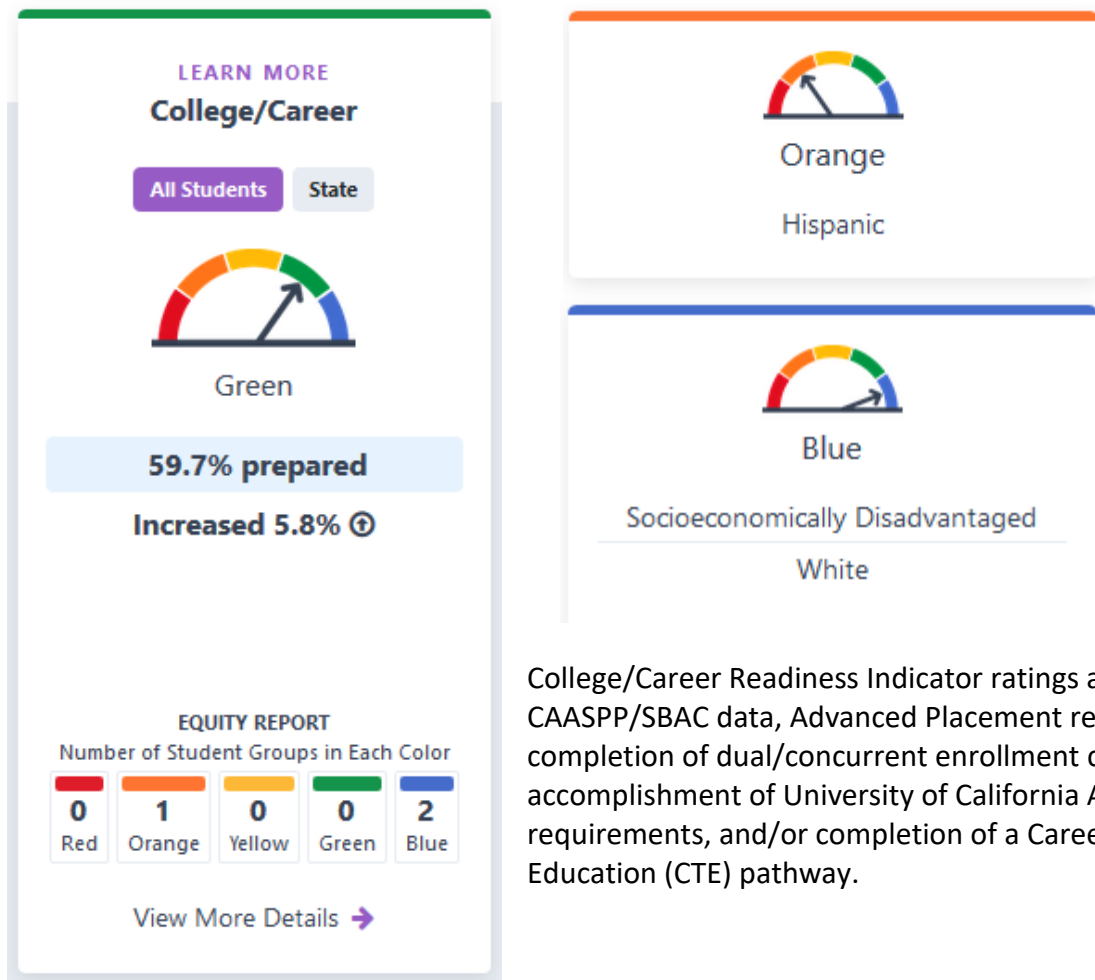
College/Career Readiness Indicator ratings are based on CAASPP/SBAC data, Advanced Placement results, completion of dual/concurrent enrollment credit, accomplishment of University of California A-G requirements, and/or completion of a Career Technical Education (CTE) pathway.

Additionally, dashboard data shows that OA is making steady progress in this area:

College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.
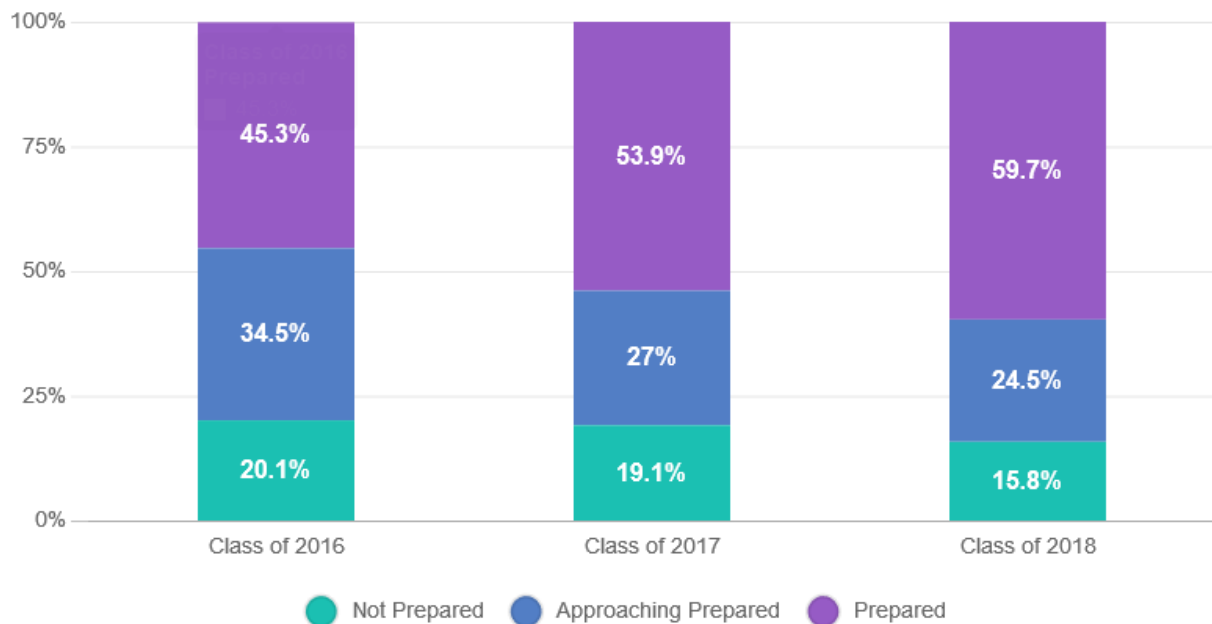
Community College First-Term Placement

Allan Hancock College has shared information on OAHS students' placement in first-term Math, English, and Reading courses relative to the performance of local high school students and all high school students. The data indicate that 2018 graduates of OAHS are taking "Transfer" level courses in Math and English at higher clips (67 percent in math and 90 percent in English) than ever before. This can be attributed to Hancock's termination of its use of placement testing in student scheduling. Hancock is now working to place as many students as possible in transfer-level courses.
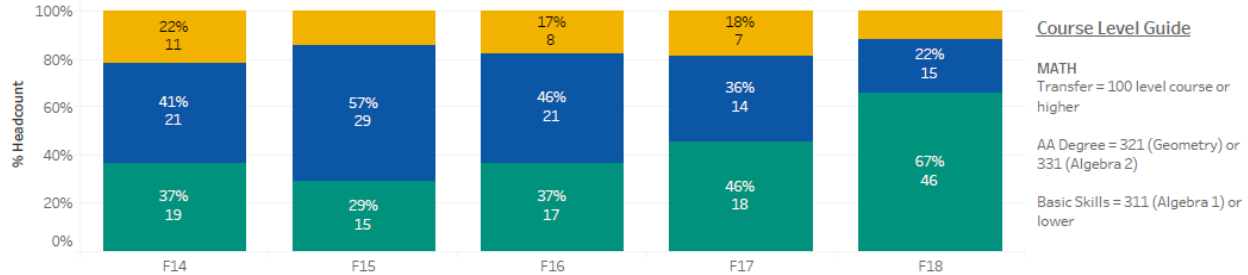
1.3 Math, English & Reading enrollments first term
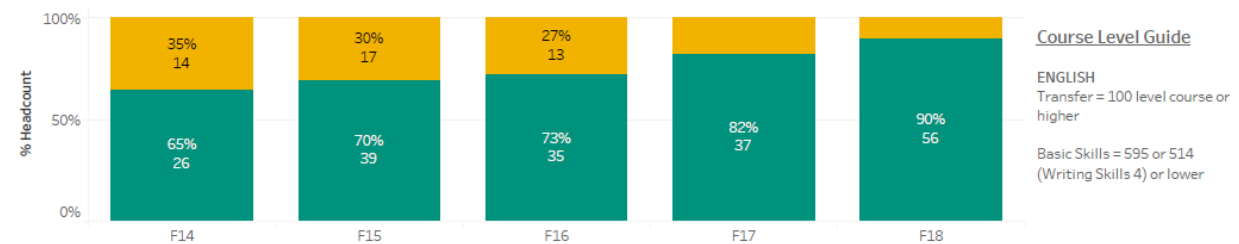[*] indicates a student took multiple levels of a subject in the same term.
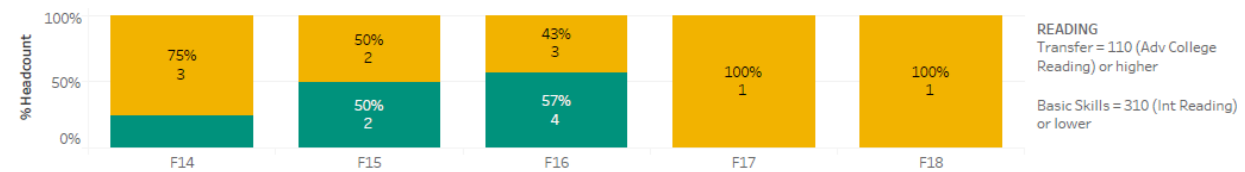
■ Basic Skills   ■ Degree AA   ■ Transfer

First Term Math Enrollment

Course Level Guide

MATH
Transfer = 100 level course or higher

AA Degree = 321 (Geometry) or 331 (Algebra 2)

Basic Skills = 311 (Algebra 1) or lower

First Term English Enrollment

Course Level Guide

ENGLISH
Transfer = 100 level course or higher

Basic Skills = 595 or 514 (Writing Skills 4) or lower

First Term Reading Enrollment

Course Level Guide

READING
Transfer = 110 (Adv College Reading) or higher

Basic Skills = 310 (Int Reading) or lower

Community College Performance in First Semester

For the past five years Allan Hancock College has provided data on the performance of OAHS graduates in their first semester and first year at Hancock. The data include enrolled credits, successful completion of courses, grade point averages, transfer intent, and more. The following charts show the following:

- OAHS graduates are attempting more units in their first semester than in previous years but ultimately earning credit at the same rate as in previous years
- In 2017-2018 a highest-ever percentage of OAHS alumni (51 percent) earned 24 or more credits in their first year at Hancock
- In 2017-2018 OAHS graduates' GPA (2.49) and rate of C-or-better grades in courses (54 percent) were the lowest ever
- The percentage of OAHS graduates with transfer intent has dropped from 92 percent in Fall 2014 to 48 percent in Fall 2018

It needs to be discussed the degree to which the Hancock Promise (first year of college free) is impacting the performance and intent of OAHS graduates attending Hancock.

1.2 First Term Outcomes

Retention=% of courses students are enrolled at end of a term. Success=% of courses students received a grade of 'C' or better.
Fall to spring persistence (F2S)=% of students enrolled fall term that enrolled in subsequent spring term.

Percent of fall students who attempted 12+ units and who completed 12+ units in their first term.
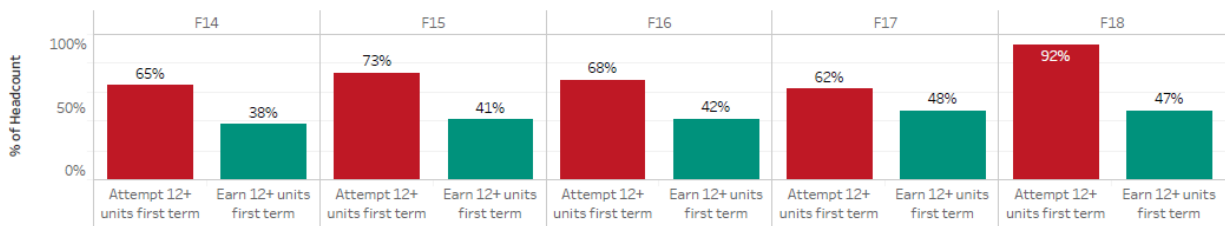
Percent of fall students who attempted 24+ units and who completed 24+ units in their first academic year.

Retention & Success %		
TERM		
F14	Retention %	78%
	Success %	56%
F15	Retention %	80%
	Success %	64%
F16	Retention %	77%
	Success %	60%
F17	Retention %	82%
	Success %	73%
F18	Retention %	75%
	Success %	54%

Average GPA	
TERM	
F14	2.59
F15	2.90
F16	2.76
F17	2.94
F18	2.49
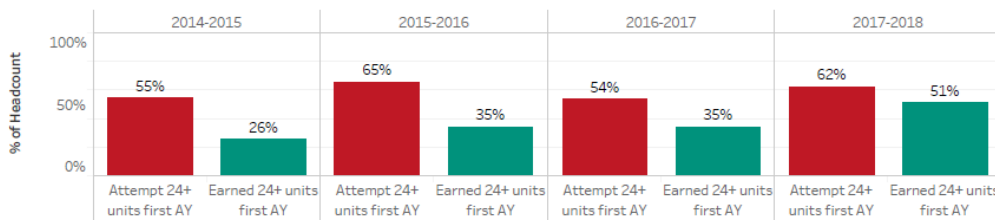
Fall to spring persistence *NOTE ACADEMIC YEAR*

Academic Year Desc	Fall Headcount	Spring Headcount	% Persistence
2014-2015	78	65	83%
2015-2016	81	75	93%
2016-2017	69	55	80%
2017-2018	62	54	87%

Count and % of students who were prior special admit students *NOTE TERM*

TERM	Headcount	Special Admit Enrollment	% Special Admit
F14	78	16	21%
F15	81	18	22%
F16	69	14	20%
F17	62	29	47%

Transfer Intent

Education goal of students with degree/transfer as a goal and those without.
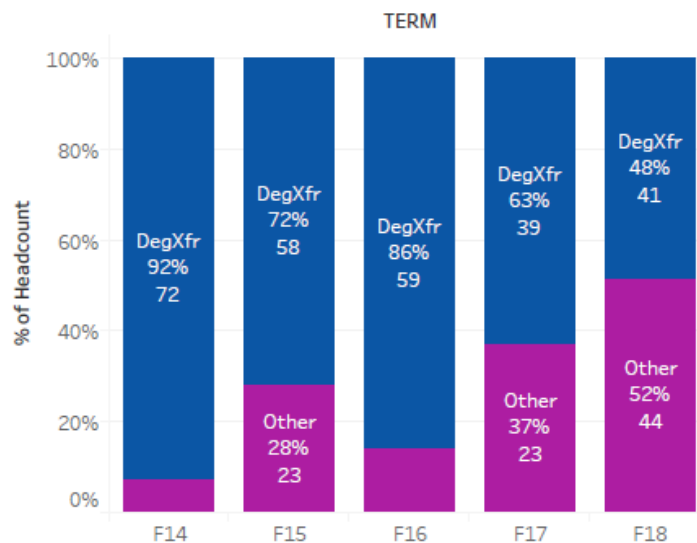
Degree and Transfer Outcomes

1.4 Degree & Transfer Outcomes

Headcount of students receiving degrees and median time to degree (left). Headcount of students transferring to a 4yr school and the median time to transfer (right). Degree type (AA/AS or ADT) or college system (CSU, UC, ISP-In State Private, OOS-Out of State).
* Data are sorted by the academic year the student achieved the outcome*
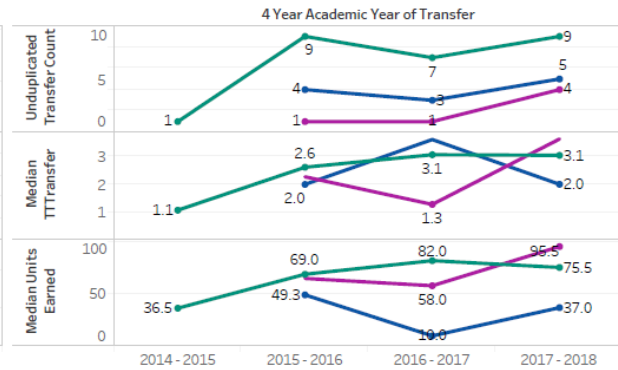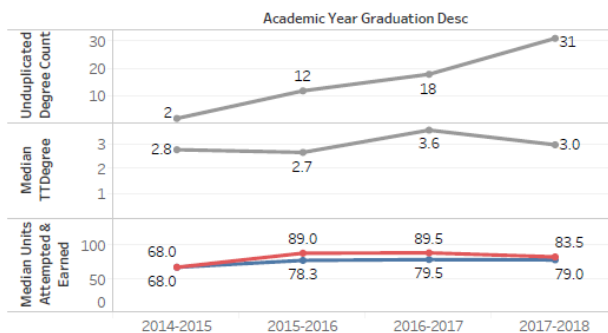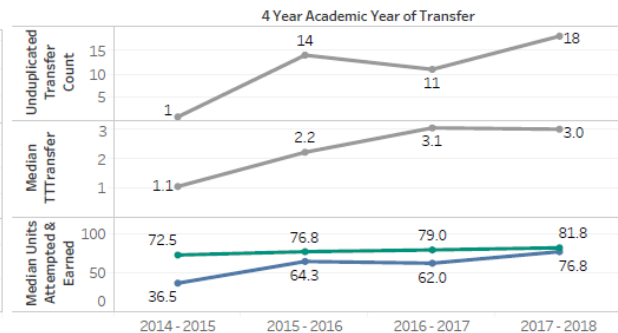
Surveys of stakeholders indicate solid support for raising student achievement.

Additional needs/areas of concern in this area include:

- The need for more data points that show the year-to-year progress of OAHS students in English/language arts and mathematics. The school may want to adopt an annual test (PSAT, NWEA testing, SBAC Interim Comprehensive Assessments, etc.) that students in all grades can take.
- The need for systematic, targeted interventions using student data and a system of supports (Response to Intervention), including small group and individualized instruction

Survey on LCAP Priorities	
Priority: Increase Student Achievement	
Year	*% Identifying as "High" Priority*
2014	85%
2015	66%
2016	69%
2017	62%
2018	63%
2019	59%

Other Pupil Outcomes (SBE Priority 8)

State Fitness Testing

Results of state fitness testing administered to students in grades 5, 7, and 9 in Spring 2018 show that body composition and aerobic capacity were weaker areas and trunk extension strength, abdominal strength, and flexibility were stronger areas. P.E. staff have reviewed the results and are planning more aerobic activities. OAK-8 students are benefiting from having a credentialed P.E. teacher providing lessons. Data for fifth and seventh grades are separated from data from ninth grade for readability.

Physical Fitness Area	Total Tested' in Grade 5	Number Grade 5 Students in HFZ²	% 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 HFZ²	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improve-ment	% Grade 7 Students in Needs Improve-ment - Health Risk
Aerobic Capacity	17	10	58.8	29.4	11.8	25	11	44.0	40.0	16.0
Body Composition	17	9	52.9	29.4	17.7	25	11	44.0	36.0	20.0
Abdominal Strength	17	16	94.1	5.9	N/A	25	17	68.0	32.0	N/A
Trunk Extension Strength	17	17	100.0	0.0	N/A	25	20	80.0	20.0	N/A
Upper Body Strength	17	10	58.8	41.2	N/A	25	13	52.0	48.0	N/A
Flexibility	17	15	88.2	11.8	N/A	25	17	68.0	32.0	N/A

Physical Fitness Area	Total Tested' in Grade 9	Number Grade 9 Students in HFZ²	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improve-ment	% Grade 9 Students in Needs Improve-ment - Health Risk
Aerobic Capacity	139	97	69.8	20.1	10.1
Body Composition	139	102	73.4	13.7	12.9
Abdominal Strength	139	118	84.9	15.1	N/A
Trunk Extension Strength	139	132	95.0	5.0	N/A
Upper Body Strength	139	108	77.7	22.3	N/A
Flexibility	139	116	83.5	16.5	N/A

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 at the Orcutt Academy. Parents are encouraged to participate in their child's education through a variety of activities, including:

- School Advisory Council
- Supporting Orcutt Academy's Academic Resources (SOAAR) Foundation
- Parent Teacher Student Association (PTSA) units at the K-8 and high school campuses
- Staff/Parent Group at OA Independent Study
- School events
- Classroom volunteers
- OAHS Robotics Team and OAK-8 and OA Independent Study Lego League teams
- Orcutt Academy High School Athletic Boosters
- Assisting with OAHS and OAK-8 athletic teams
- Parent education events

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	86.76%	59
Classroom volunteer or school volunteer	27.94%	19
Chaperone for field trip, dance, or other activity	33.82%	23
Member of Orcutt Academy School Advisory Council	2.94%	2
PTA/PTSA Member	60.29%	41
PTA/PTSA Officer or Volunteer	13.24%	9
Attended at least one PTA/PTSA event	38.24%	26
English Learners Advisory Committee (ELAC) or District English Learners Advisory Committee (DELAC) Member	0.00%	0
SOAAR (Supporting Orcutt Academy's Academic Resources) Foundation Board Member or Volunteer	7.35%	5
OAHS Athletic Boosters Board Member or Volunteer	7.35%	5
Orcutt Children's Arts Foundation Board Member or Volunteer	8.82%	6
FIRST Robotics/FIRST Lego League Mentor or Volunteer	7.35%	5
Attended a school or district parent education night	44.12%	30
Participant in OUSD Strategic Planning	2.94%	2
Attended a School Board Meeting	14.71%	10
Total Respondents: 68		

Of the 70 total respondents to the survey on parent involvement, 7.1 percent (up from 6.2 percent in 2018) described themselves as "extremely involved," 30.0 percent (up from 22.7 percent) described themselves as "very involved," 57.1 percent (down slightly from 57.7 percent) described themselves as "somewhat involved," and 5.7 percent (down from 13.4 percent) described themselves as "not involved." Staff are pleased to have increased the percentage of parents who consider themselves "extremely" or "very" involved in the school.

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. OAK-8 has a goal of increasing parent involvement in the school. The PTSA is working to plan a diversity of activities and to "bundle" events on school days so parents need to make only one trip to Los Alamos. In the past three years OAK-8 also has combined with Olga Reed School on parent education nights on such topics as reading, mathematics, and social media. OA Independent Study also is working to involve parents through its Staff/Parent Group and events such as a Family Bingo Night, a Jog-A-Thon, and a pre-Winter Break family get-together.

As for communication about the school, parents are informed through school, teacher, and district websites as well as through weekly email or online newsletters distributed by the K-8 and high school campuses and a new Parent Square communication platform for email and texts. The OAK-8 PTSA has a voluntary text communication service for reminders on PTSA events and school events. The independent study program has a periodic email newsletter. High school students publish the Spartan Oracle online newspaper as a venue for reporting and communication on what is happening. The high school also has a voluntary text news service organized by the school's activities director. OAHS staff report that this text news service has increased attendance at parent-teacher conferences.

The Spring 2019 survey on parent involvement provided data on how parents hear about school activities/events. It showed that parent respondents are relying a bit less on email school newsletters (66.2 percent, down from 71.6 percent in 2018) and a bit more on Parent Square posts (60.0 percent, up from 54.1 percent in 2018) and Parent Square text message updates (44.6 percent, up from 39.8 percent in 2018). Other valuable sources of information on the school include the Spartan Oracle online student newspaper at OAHS (40.5 percent, down from 45.3 percent in 2018). It also showed that respondents would like to have the school expand its use of the PTSA newsletter (print or email), school website, district social media, and PTSA text messages. Overall, 29.9 percent of respondents called communication about school activities "excellent," 42.9 percent called it "good," 19.5 percent "fair," and 7.8 percent "poor." These are down from 2018, when respondents gave the following ratings: 43.1 percent "excellent," 44.1 percent "good," 10.8 percent "fair," and 2.0 percent "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
School Newsletter (email)	66.23% 51	25.97% 20	3.90% 3	10.39% 8	77
School Parent Square Post (email)	60.00% 45	24.00% 18	9.33% 7	9.33% 7	75
PTSA Newsletter (print or email)	15.58% 12	25.97% 20	41.56% 32	20.78% 16	77
School Parent Square Text Message Updates	44.59% 33	27.03% 20	13.51% 10	17.57% 13	74
PTSA Text Message Updates	21.33% 16	20.00% 15	45.33% 34	14.67% 11	75
Telephone Message/Announcement from School/District	22.67% 17	38.67% 29	36.00% 27	6.67% 5	75
School Website	16.88% 13	40.26% 31	31.17% 24	16.88% 13	77
Spartan Oracle Online School Newspaper (OAHS)	40.54% 30	22.97% 17	32.43% 24	6.76% 5	74
Orcutt Union School District Website	9.21% 7	43.42% 33	40.79% 31	10.53% 8	76
Orcutt Union School District Social Media Sites (i.e., Facebook)	3.95% 3	23.68% 18	65.79% 50	15.79% 12	76
Local Media (Newspaper, Online News, Radio/TV)	5.41% 4	29.73% 22	59.46% 44	10.81% 8	74

The staff Leadership Team and the OA School Advisory Council believe that the school websites are not adequate venues for school-home communication and marketing of the school. It is recommended that the websites be improved.

In Spring 2019 parents were asked about communication about their child's academic progress in the same survey. Overall, 26.0 percent of respondents said the school does an "excellent" job of communicating on students' academic progress (down from 42.8 percent in 2018), while 43.8 percent indicated it was "good," 21.9 percent "fair," and 8.2 percent "poor." The Aeries Parent Portal (54.2 percent), fall parent-teacher conferences (50.0 percent), and trimester or quarter report cards (42.9 percent) topped the list of ways in which parents receive information on their students' progress; this differs with the 2018 results, which were led by trimester or quarter report cards (61.5 percent) and mid-trimester or mid-quarter progress reports from the teacher (52.7 percent). Additionally, 24.7 percent of respondents indicated they would like to see the school expand its use of informal communication such as notes or phone calls from teachers, and 24.6 percent indicated they would appreciate expanded use of test results. 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
Email updates from Aeries	43.06% 31	16.67% 12	20.83% 15	18.06% 13	8.33% 6	72
Aeries Parent Portal	54.17% 39	18.06% 13	12.50% 9	15.28% 11	5.56% 4	72
Mid-trimester or mid-quarter progress reports from teacher	33.33% 24	37.50% 27	13.89% 10	13.89% 10	5.56% 4	72
Fall parent-teacher conference	50.00% 36	27.78% 20	13.89% 10	8.33% 6	2.78% 2	72
Spring parent-teacher conference	38.03% 27	36.62% 26	12.68% 9	12.68% 9	4.23% 3	71
Student Success Team and/or IEP Meeting	14.29% 10	11.43% 8	28.57% 20	5.71% 4	41.43% 29	70
Trimester or quarter report cards	42.86% 30	32.86% 23	5.71% 4	15.71% 11	4.29% 3	70
Test results (CAASPP, SBAC, AP, PSAT, NWEA, etc.)	18.84% 13	30.43% 21	21.74% 15	24.64% 17	11.59% 8	69
Informal communication from teacher (note, conversation, phone call, etc.)	21.92% 16	34.25% 25	17.81% 13	24.66% 18	6.85% 5	73

The staff Leadership Team would like to encourage more parents to sign up for weekly Aeries email updates on their children's academic progress.

Surveys of stakeholders on LCAP priorities have indicated some desire to increase parental involvement at OA.

Additional needs/areas of concern in this area include:

Survey on LCAP Priorities Priority: Increase parental involvement and participation	
Year	% Identifying as "High" Priority
2014	48%
2015	39%
2016	46%
2017	54%
2018	25%
2019	21%

- Parent education events on the curriculum changes effected by the California State Standards. OAK-8 has done parent education nights on new adoptions in each of the last two school years. These nights have been well attended and well received by parents.
- More efforts to publicize school accomplishments in the local media

Pupil Engagement (SBE Priority 5)

School Attendance Rates

Attendance rates at the K-8 and high school campuses generally have been strong, as the rates of student attendance for 2017-2018 were as follows: OAK-8, 95.39% (down from 96.26% in 2016-2017); OAHS, 96.07% (down from 97.08% in 2016-2017). OA Independent Study is not classroom-based and does not produce seat-based attendance data..

While attendance at OAK-8 and OAHS generally is quite strong, a month-by-month attendance report for OAK-8 and OAHS indicates that the weeks preceding and following Winter Break are the period for lowest attendance.

School attendance data for the 2016-2017 school year as of May 2017:

Campus	8/22-9/16/2017	9/19-10/14/2016	10/17-11/11/2016	11/14-12/9/2016	12/12-1/6/2017	1/09-2/3/2017	2/6-3/3/2017
OAK-8	96.85%	96.09%	96.97%	96.06%	96.67%	94.15%	95.37%
OAHS	97.39%	97.01%	96.13%	96.06%	96.05%	95.80%	94.30%

Campus	3/6-3/31/2017	4/3-4/28/2017
OAK-8	95.98%	95.08%
OAHS	95.34%	95.70%

School attendance data for the 2017-2018 school year as of March 2018:

Campus	7/24-8/18/2017	8/27-9/15/2017	9/18-10/13/2017	10/16-11/10/2017	11/13-12/8/2017	12/11-1/5/2018	1/8-2/2/2018	2/5-3/2/2018
OAK-8	97.71%	96.99%	96.83%	96.23%	95.65%	93.91%	94.41%	94.54%
OAHS	97.94%	96.40%	97.15%	96.18%	96.42%	95.74%	95.95%	96.35%

School attendance data for the 2018-2019 school year as of February 2019:

Campus	8/15-9/7/2018	9/10-10/5/2018	10/8-11/2/2018	11/5-11/30/2018	12/3/2018-1/18/2019	1/21-2/15/2019	YTD Average
OAK-8	97.06%	98.34%	96.76%	94.71%	94.49%	94.92%	96.05%
OAHS	97.75%	96.51%	96.51%	96.37%	95.47%	99.12%	96.96%

Chronic Absenteeism

The Orcutt Academy's rate of students with higher than a 10 percent absence rate during the 2017-2018 school year ran lower than the rate for the district, county

School/Subgroup	Rate	District	Statewide
Orcutt Academy	4.1%	8.4%	9.0%
Socioeconomically Disadvantaged	8.1%	12.2%	11.4%
White Students	3.1%	8.0%	7.7%
Hispanic Students	5.8%	8.6%	9.7%

and state, as shown in the chart at right. Staff were pleased to see chronic absenteeism among Socioeconomically Disadvantaged students drop from 11.2 percent in 2016-2017 to 8.1 percent in 2017-2018.

LEARN MORE

Chronic Absenteeism

All Students   State

Green

4.1% chronically absent

Maintained -0.4%

EQUITY REPORT
Number of Student Groups in Each Color

0	1	0	2	0
Red	Orange	Yellow	Green	Blue

View More Details →

Orange

Hispanic

Green

Socioeconomically Disadvantaged

White

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

Survey on LCAP Priorities	
Priority: Increase student engagement	
Year	*% Identifying as "High" Priority*
2014	68%
2015	45%
2016	42%
2017	44%
2018	38%
2019	30%

Middle and High School Dropout Rates

The most recent data available reflect no dropouts from Orcutt Academy's K-8 campus and Orcutt Academy High School.

School Climate (SBE Priority 6)

Student Suspension/Expulsion
At this point in the current 2018-2019 school year, a total of 24 students have been suspended (all 24 at OAHS), which already is the school's highest-ever total. Anecdotally, a districtwide trend in students using electronic tobacco and cannabis products ("vaping") is the cause of this notable increase in suspensions. Meantime, there have been no expulsions this school year and last school year after having one in 2016-2017. Suspension data for 2017-2018:

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 Academy Charter	831	18	15	1.8%	86.7%	13.3%
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%

The Suspension Rate Report on the California School Dashboard for the Orcutt Academy is as follows:
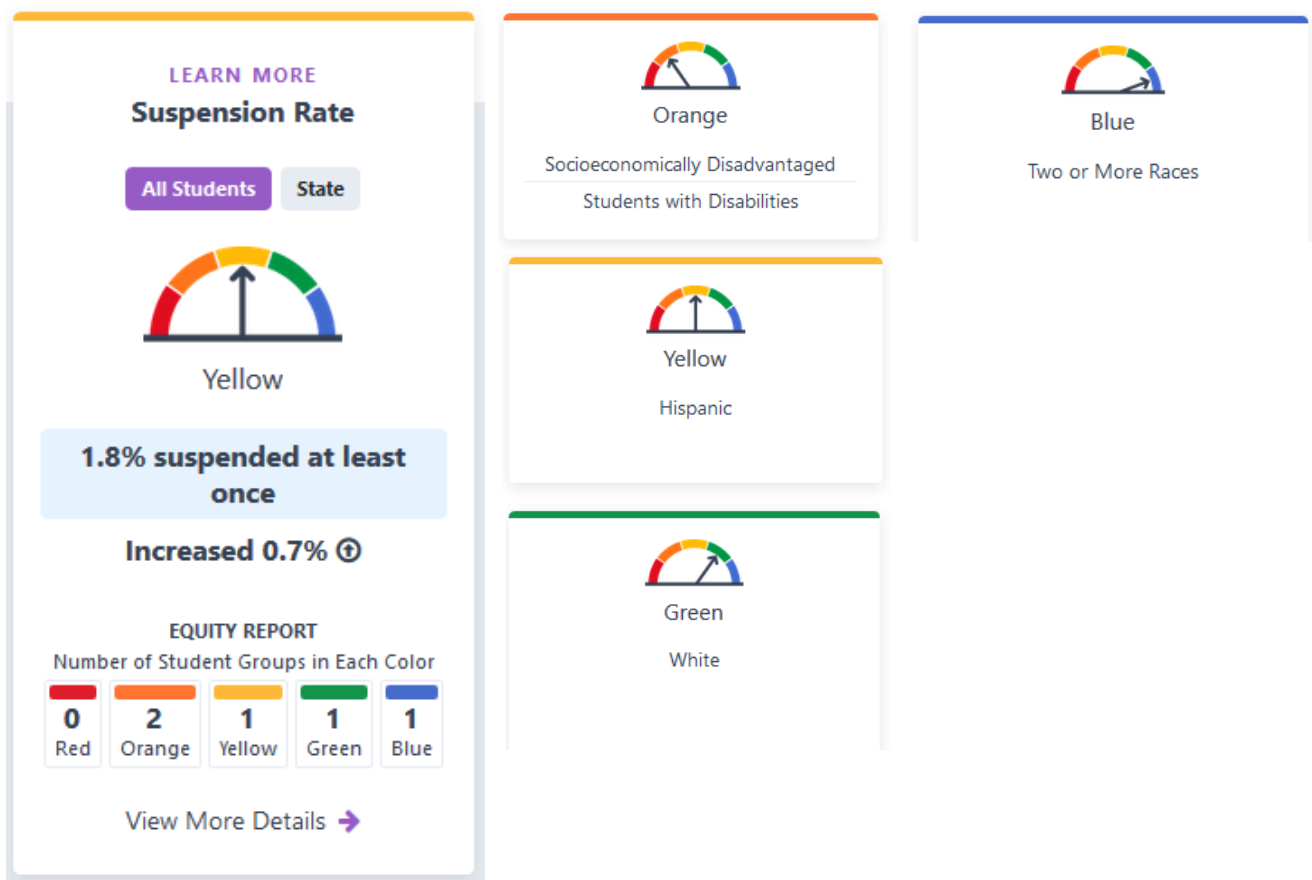
California Healthy Kids Survey
In the fall of 2018, Orcutt Academy students in grades 5, 7, 9, and 11 took the California Healthy Kids Survey (CHKS), a comprehensive, youth risk behavior and resilience survey. We do not have access to specific results from our school for grade 5, as the group of test-takers was not statistically significant.   That said, we can share results for grades 7, 9, and 11, and we can compare them with the results of the CHKS from 2016.

Results of 2016 CHKS
Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	Table
School Engagement and Supports				
School connectedness (high)	100	68	73	A4.5
Academic motivation (high)	62	36	35	A4.5
Truant more than a few times[†]	0	2	3	A4.2
Caring adult relationships (high)	69	47	47	A4.4
High expectations (high)	85	57	55	A4.4
Meaningful participation (high)	38	15	23	A4.4
School Safety and Substance Use				
School perceived as very safe or safe	100	78	83	A5.1
Experienced any harassment or bullying[†]	8	43	29	A5.2
Had mean rumors or lies spread about you[†]	46	40	31	A5.3
Been afraid of being beaten up[†]	15	9	4	A5.4
Been in a physical fight[†]	15	4	3	A5.4
Seen a weapon on campus[†]	8	8	9	A5.6
Been drunk or "high" on drugs at school, ever	0	3	10	A6.10
Mental and Physical Health				
Current alcohol or drug use[‡]	0	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[‡]	0	2	8	A7.3
Experienced chronic sadness/hopelessness[†]	31	30	28	A8.4
Considered suicide[†]	na	19	13	A8.5

Results of 2018 CHKS

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	Table
School Engagement and Supports				
School connectedness[†]	73	70	64	A4.6
Academic motivation[†]	79	73	64	A4.6
Chronic truancy (twice a month or more often)[§]	0	3	3	A4.2
Caring adult relationships[‡]	74	61	70	A4.5
High expectations[‡]	88	75	79	A4.5
Meaningful participation[‡]	25	25	27	A4.5
Facilities upkeep[†]	36	69	58	A4.13
Parent involvement in school[†]	85	56	54	A4.6
School Safety				
School perceived as very safe or safe	82	72	72	A5.1
Experienced any harassment or bullying[§]	36	39	24	A5.2
Had mean rumors or lies spread about you[§]	45	39	37	A5.3
Been afraid of being beaten up[§]	0	9	7	A5.4
Been in a physical fight[§]	9	8	4	A5.4
Seen a weapon on campus[§]	0	14	13	A5.6
Substance Use and Mental Health				
Current alcohol or drug use[¶]	9	12	24	A6.5
Current marijuana use[¶]	0	10	11	A6.5
Current binge drinking[¶]	0	5	8	A6.5
Very drunk or "high" 7 or more times, ever	0	7	10	A6.7
Been drunk or "high" on drugs at school, ever	0	10	10	A6.9
Current cigarette smoking[¶]	0	3	0	A7.3
Current electronic cigarette use[¶]	0	9	7	A7.3
Experienced chronic sadness/hopelessness[§]	45	40	41	A8.4
Considered suicide[§]	36	26	21	A8.5

Compared to the results of the Fall 2016 CHKS, the results of the Fall 2018 CHKS bring some encouraging news but also point to some very concerning trends. Four of the elements in the "School Engagement and Supports" category showed increases: academic motivation, caring adult relationships, high expectations, and meaningful participation. That being said, in the element of "school connectedness" the school still has 30-plus percent of students who need a higher level of outreach and inclusion. Meantime, stakeholders still can be concerned about the percentages of students who said they have experienced chronic sadness/hopelessness, who have considered suicide, and who have had mean rumors or lies spread about them. This

data supports the emphasis the school and school district have given to having counseling available for students with social/emotional issues.

Currently the Orcutt Academy offers counseling and support services for students identified as in need of additional support at each of our school sites through two high school staff counselors and a staff counselor who works one and a half days a week on the Los Alamos campus shared by OAK-8. As needed, students with more significant social/emotional needs can be referred to outside providers.

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. The data show that a sizeable percentage of high school students have tried e-cigarettes and that e-cigarettes are relatively easy for students to obtain.

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette	0	4	2	A7.2
Current cigarette smoking[†]	0	3	0	A7.3
Current cigarette smoking at school[†]	0	1	0	A7.4
Ever tried smokeless tobacco	0	3	1	A7.2
Current smokeless tobacco use[†]	0	2	1	A7.3
Current smokeless tobacco use at school[†]	0	2	0	A7.4
Ever used electronic cigarettes	0	14	20	A7.2
Current use of electronic cigarettes[†]	0	9	7	A7.3
Current use of electronic cigarettes at school[†]	0	6	2	A7.4
Cessation Attempts				
Tried to quit or stop using cigarettes	na	0	0	A7.5
Attitudes and Correlates				
Harmfulness of occasional cigarette smoking[‡]	45	39	36	A7.6
Harmfulness of smoking 1 or more packs/day[‡]	91	76	81	A7.6
Difficulty of obtaining cigarettes[§]	18	7	2	A7.8

Table A7.2

Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %
A cigarette, even one or two puffs			
0 times	100	na	na
1 time	0	na	na
2 to 3 times	0	na	na
4 or more times	0	na	na
A whole cigarette			
0 times	100	96	98
1 time	0	2	1
2 to 3 times	0	1	0
4 or more times	0	2	1
Smokeless tobacco			
0 times	100	97	99
1 time	0	1	0
2 to 3 times	0	1	0
4 or more times	0	2	1
Electronic cigarettes, e-cigarettes, or other vaping device			
0 times	100	86	80
1 time	0	3	2
2 to 3 times	0	3	8
4 or more times	0	9	10

Question HS A.46-48/MS A.46-49: During your life, how many times have you used the following? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as Juul, e-hookah, hookah pens, or vape pens.
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of high school students.

Table A7.7

Perceived Harm of E-Cigarette Use Compared to Smoking

	Grade 7 %	Grade 9 %	Grade 11 %
Use e-cigarettes or vaping device occasionally			
Great	73	36	29
Moderate	18	32	41
Slight	9	22	24
None	0	10	6
Use e-cigarettes or vaping devices several times a day			
Great	100	64	64
Moderate	0	22	21
Slight	0	3	9
None	0	10	6

Table A7.8

Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %
Cigarettes			
Very difficult	18	7	2
Fairly difficult	0	15	18
Fairly easy	18	23	34
Very easy	0	15	21
Don't know	64	40	25
E-cigarettes or vaping device			
Very difficult	18	4	0
Fairly difficult	0	5	6
Fairly easy	9	28	28
Very easy	9	31	53
Don't know	64	32	13

Table A10.2

Select Perceived Safety, Harassment, Alcohol and Other Drug Use, and Mental Health Measures by Gender

	Grade 7 Female %	Grade 7 Male %	Grade 9 Female %	Grade 9 Male %	Grade 11 Female %	Grade 11 Male %
Perceived Safety at School						
Feel safe or very safe at school			77	67	80	67
Harassment/Bullying at School						
During the past 12 months at school, have you been...						
harassed/bullied for any of the six reasons			32	30	17	15
harassed/bullied for any reasons			42	36	27	21
Current ATOD Use						
During the past 30 days, did you...						
have at least one drink of alcohol at school			0	4	0	2
use cigarettes			2	6	0	0
use electronic cigarettes			5	13	2	8
have at least one drink of alcohol			6	12	20	21
use marijuana			5	15	12	10
Mental Health						
Chronic sad or hopeless feelings, past 12 months			46	30	46	35

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

Table Z2.28
Use tobacco/nicotine/e-cigarettes or other vaping device? - How wrong do your parents feel it would be for you to...

	Grade			
	7th %	9th %	11th %	Total %
Very wrong	82	91	86	88
Wrong	9	5	13	9
A little bit wrong	9	2	0	1
Not at all wrong	0	1	0	0
I don't know	0	1	1	1

Table Z2.32
Use tobacco/nicotine/e-cigarettes or other vaping device? - How wrong do your friends feel it would be for you to...

	Grade			
	7th %	9th %	11th %	Total %
Very wrong	64	54	36	47
Wrong	9	20	19	19
A little bit wrong	9	8	21	14
Not at all wrong	9	13	14	13
I don't know	9	5	9	7

Staff will need to integrate this data into schoolwide efforts to lower the use of e-cigarettes in 2019-2020.

Finally, and importantly, the most recent available School Climate Report Card, which is based on data from the California Healthy Kids Survey, gives Orcutt Academy High School a ranking of 66th percentile among schools statewide and 44th percentile among state schools with similar demographics. These percentile rankings have decreased from the 2016-2017 School Climate Report Card. A full look at the current report card follows:

School Climate Report Card (High School)—2018-2019

District: Orcutt Union Elementary

School: Orcutt Academy Charter

Date Prepared: 7 Feb 2019

Response Rate: 94% (2015), 92% (2017), 69% (2019)

School Climate Index (SCI)

	2015	2016	2017	2018	2019	Change
SCI Score[A]	315	−	386	−	320	+5
SCI State Percentile[B]	63	−	94	−	66	+3
SCI Similar Schools Percentile[B]	39	−	89	−	44	+5

High School

School Climate Index Scores (2015 to 2019)
Based on responses from students to the California Healthy Kids Survey

SCHOOL CLIMATE INDEX (SCI)

2015	315
2016	
2017	386
2018	
2019	320

SCHOOL CLIMATE SUBSCALE RESULTS

OVERALL SUPPORTS AND ENGAGEMENT

2015	363
2016	
2017	413
2018	
2019	329

OVERALL LOW VIOLENCE & SUBSTANCE USE

2015	264
2016	
2017	336
2018	
2019	306
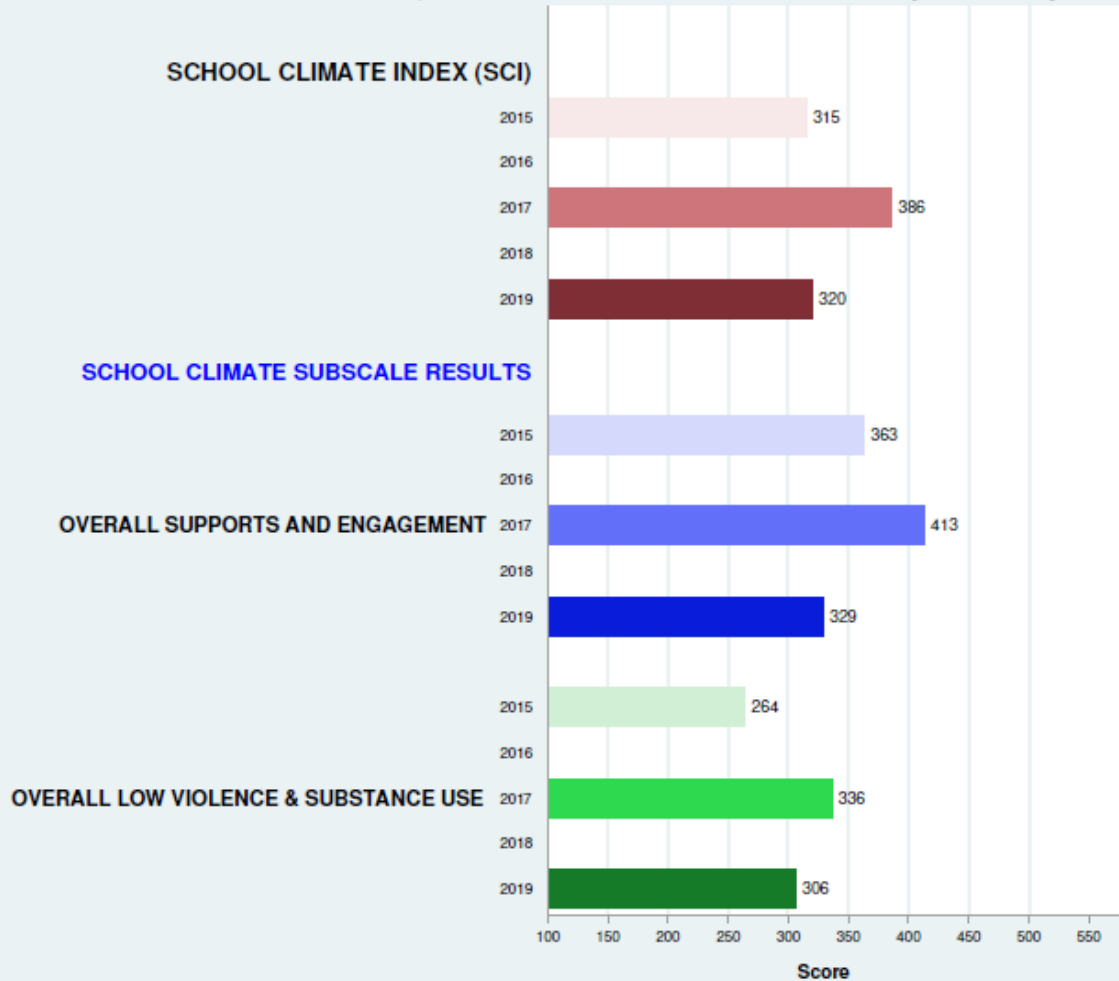
Score

High School

School Climate Subscale Results (2015 to 2019)
Based on responses from students to the California Healthy Kids Survey
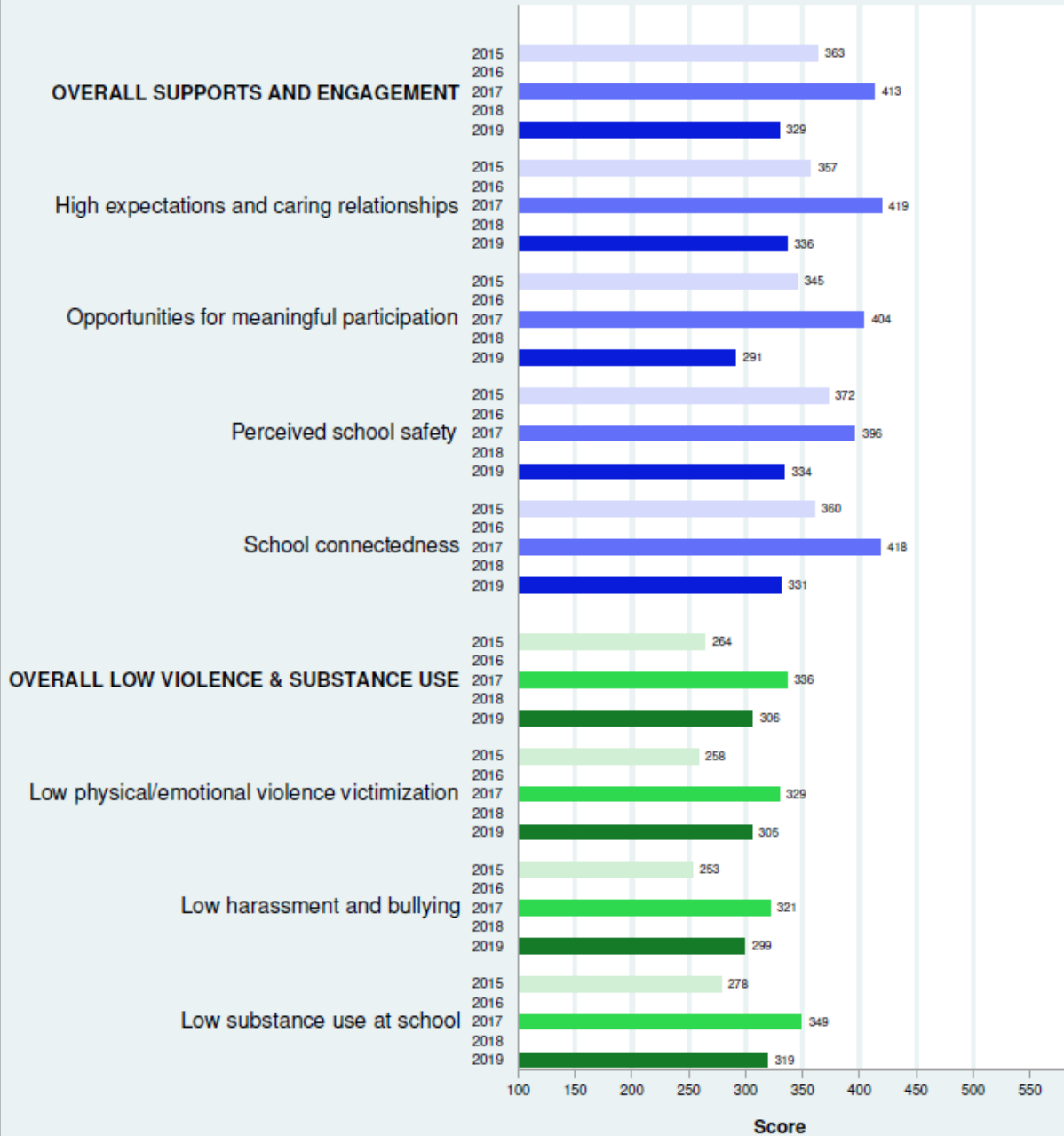
School Climate Index Subscale Results

| | SCI Scores | | | | | |
	2015	2016	2017	2018	2019	Change
Overall Supports and Engagement	363	–	413	–	329	-34
High expectations and caring relationships	357	–	419	–	336	-21
Opportunities for meaningful participation	345	–	404	–	291	-54
Perceived school safety	372	–	396	–	334	-38
School connectedness	360	–	418	–	331	-29
Overall Low Violence and Substance Use	264	–	336	–	306	+42
Low physical/emotional violence victimization	258	–	329	–	305	+47
Low harassment and bullying	253	–	321	–	299	+46
Low substance use at school	278	–	349	–	319	+41

Other Indicators
Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

	2015 (%)	2016 (%)	2017 (%)	2018 (%)	2019 (%)	Change
Try hard on school work	74	–	89	–	78	+4
Truant more than a few times	5	–	2	–	3	-2
Feel a part of the school	63	–	72	–	58	-5
Safety at school	78	–	80	–	72	-6
Harassed or bullied at school	29	–	27	–	24	-5
Parents feel welcome to participate at this school	~	–	61	–	58	–
School is usually clean and tidy	~	–	76	–	64	–
Experienced chronic sadness/hopelessness	35	–	29	–	41	+6

Enrollment Interest

Families' interest in the Orcutt Academy is an important indicator of whether they perceive the school as a desirable learning environment. Here, enrollment interest in the Orcutt Academy remains strong. Following are the number of enrollment applications received since 2012:

Site	2012	2013	2014	2015	2016	2017	2018	2019
OAK-8	167	182	241	235	172	194	238	199
OAHS	286	267	317	324	256	304	260	324

Meanwhile, OA Independent Study's enrollment has fallen due to competition with other charter schools. After having an enrollment in the mid-80s two years ago, its enrollment has been in the mid-50s this school year. Staff are discussing ways to increase enrollment in 2019-2020.

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) at the Orcutt Academy.

Survey on LCAP Priorities Priority: Maintain a positive school climate	
Year	*% Identifying as "High" Priority*
2014	97%
2015	67%
2016	72%
2017	77%
2018	80%
2019	64%

Additional needs/areas of concern in this area include:
- The need at OAHS for an opening day assembly or rally to communicate and explain school expectations and policies
- More prevention programs associated with topics such as cyberbullying, sexual assault, drinking, drug use, and bullying
- More programming to help students who are experiencing anxiety, depression, and/or suicidal ideation
- Continuing to ask the Associated Student Body (ASB) at OAHS to include more students and expand the ways in which the ASB is involved in the school

Reference

Orcutt Academy Survey on LCAP Priorities – Spring 2019 (Spring 2018)
107 Responses

LCAP Priority Areas	High Priority	Moderate Priority	Low Priority	Not a Priority
1. **Increase student achievement** (test scores, college and career readiness, English Learner reclassification)	59% (63%)	34% (35%)	7% (2%)	
2. **Increase student engagement** (attendance rates)	30% (38%)	55% (52%)	12% (10%)	3%
3. **Increase parental involvement and participation**	21% (25%)	60% (63%)	17% (12%)	2%
4. **Maintain a positive school climate** (increase sense of safety and school connectedness and reduce suspensions and expulsions)	64% (80%)	30% (16%)	3% (2%)	3% (1%)
5. **Ensure highly qualified teachers**	93% (95%)	7% (5%)	1%	
6. **Ensure student access to instructional materials**	72% (70%)	23% (26%)	5% (1%)	(1%)
7. **Ensure facilities are in good repair**	70% (65%)	28% (33%)	2% (1%)	
8. **Implement California State Standards**	28% (32%)	43% (48%)	23% (14%)	6% (6%)
9. **Ensure student access to core subjects that prepare them for High School and College** (i.e., English, Math, Social Science, Science, Visual & Performing Arts, Health, and P.E.)	73% (78%)	22% (19%)	3% (2%)	2% (1%)