LCFF Budget Overview for Parents

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

CDS Code: 42 69260 0000000

School Year: 2021-22

LEA contact information:

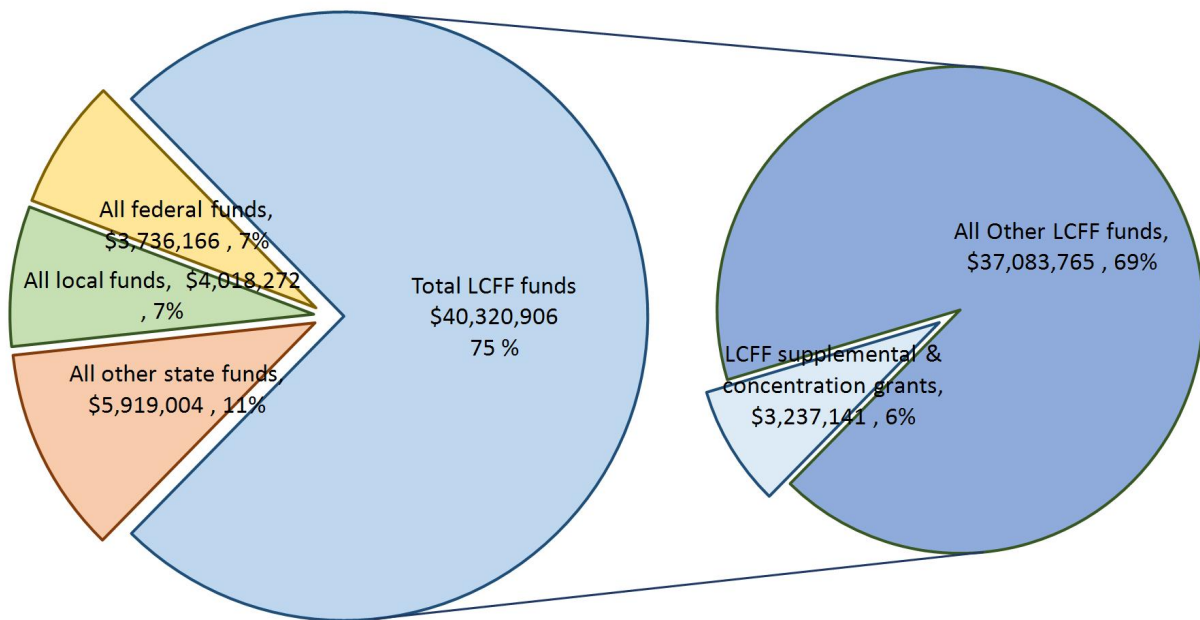 Janet Bertoldi

 Assistant Superintendent

 jbertoldi@orcutt-schools.net

 (805) 938-8931

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $3,736,166 , 7%

All local funds, $4,018,272 , 7%

All other state funds, $5,919,004 , 11%

Total LCFF funds $40,320,906 75 %

All Other LCFF funds, $37,083,765 , 69%

LCFF supplemental & concentration grants, $3,237,141 , 6%

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

The total revenue projected for Orcutt Union School District is $53,994,348.1, of which $40,320,906 is Local Control Funding Formula (LCFF), $5,919,004 is other state funds, $4,018,272.35 is local funds, and

$3,736,165.75 is federal funds. Of the $40,320,906 in LCFF Funds, $3,237,141 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 in the LCAP
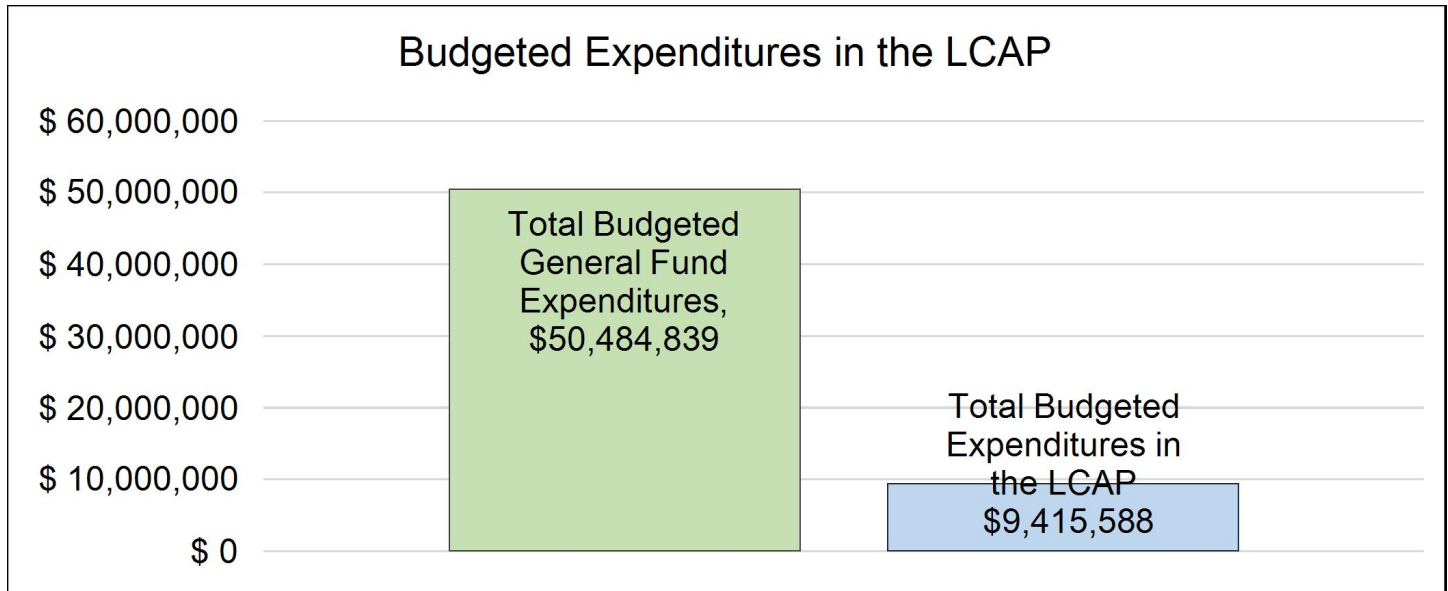
This chart provides a quick summary of how much Orcutt Union School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Orcutt Union School District plans to spend $50,484,839.39 for the 2021-22 school year. Of that amount, $9,415,588 is tied to actions/services in the LCAP and $41,069,251.39 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
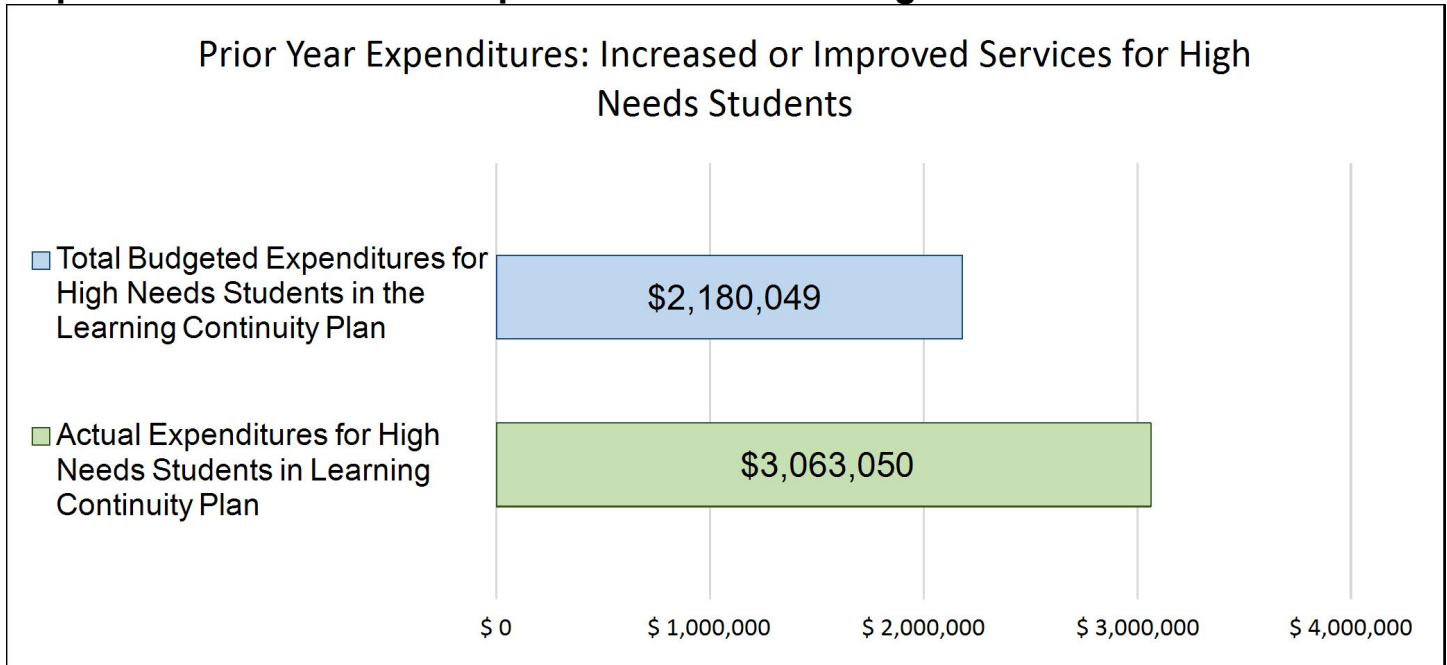
Given that our high needs pupil percentage is less than 50%, the majority of our funding is not in the form of supplemental and concentration grant dollars. Many of our expenditures are not included in the LCAP, including the majority of our salaries, supplies and services budget.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Orcutt Union School District is projecting it will receive $3,237,141 based on the enrollment of foster youth, English learner, and low-income students. Orcutt Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Orcutt Union School District plans to spend $8,620,588 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $2,180,049

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $3,063,050

(Axis: $ 0 — $ 1,000,000 — $ 2,000,000 — $ 3,000,000 — $ 4,000,000)

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

In 2020-21, Orcutt Union School District's Learning Continuity Plan budgeted $2,180,049 for planned actions to increase or improve services for high needs students. Orcutt Union School District actually spent $3,063,050 for actions to increase or improve services for high needs students in 2020-21.

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orcutt Union School District	Janet Bertoldi Assistant Superintendent	jbertoldi@orcutt-schools.net (805) 938-8931

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Orcutt Union School District is located in the unincorporated area of Santa Barbara County, just south of the city of Santa Maria, and is a part of the Santa Maria Valley. It is within 15 miles of the Western Space Complex located at Vandenberg Air Force Base. Local industries include aerospace, farming, oil production, service related occupations, and a growing number of small and large commercial businesses.

The Orcutt Union School District is comprised of five elementary schools, a TK-8 school, and two junior high schools with a student population of 4,002 transitional kindergarten through eighth grade students during the 2020-21 COVID school year. Prior to COVID, enrollment was approximately 4,275 (in the 2019-2020 school year). Enrollment was 4375 in the 2018-2019 school year. Orcutt students attend Righetti High School, Delta High School (our local continuation school), St. Joseph High School (a private Catholic Los Angeles Archdiocese high school), or Orcutt Academy High School. The leadership at each Orcutt district school is facilitated by the utilization of site-based management.

Students attending the Orcutt Union School District come from a cross-section of socioeconomic levels, cultural backgrounds, and family structures. The ethnic composition of the school district is approximately 36.4% White, 51.8% Hispanic, 1.1% Asian, 0.7% American Indian, 0.6% African American, 1.2% Filipino, 0.1% Pacific Islander, with the remaining 6.2% representing diverse ethnic groups or multiple ethnicities. (This information came from the CA Dashboard 2020.)

Reflections: Successes

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

In 2019, the California Dashboard reported progress in areas for the Orcutt Union School District. In English Language Arts, Students with Disabilities increased 8.7 points. Reclassified English learners increased 5.9 points. English learners increased 6 points. Foster Youth increased 13.5 points, the Hispanic group increased 4.1 points, the Socioeconomically disadvantaged group increased 4.2 points, the Asian group increased 10.2 points, and the White group increased 4 points.

In the area of mathematics, Reclassified English learners increased 4 points and the Asian group increased 15.7 points. Student English Language Acquisition Results were positive with 41.4% of English learners progressing at least one English Learner Progress Indicator (ELPI) Level, 12.2% of English learners maintained ELPI Level 4, and 28.5% maintained ELPI Levels 1, 2L, 2H, 3L, and 3H.

In English Language Arts, the following groups scored at or above standard: Asian (44.9 points above), Two or More Races (18.1 points above), and White (20.2 points above). The English Only group maintained status (2.9 points).

In Mathematics, the Asian group scored 57.1 points above standard.

There was some positive decline in the Chronically Absent area with African Americans declining 9.5% with 6.3% chronically absent and the Two or More Races declining 1% with 8.2% chronically absent. The American Indian group declined 11.9% with 12.1% chronically absent.

Four groups showed some positive decline in Suspensions with African Americans declining 2.2% with 3% suspended at least once, English learners declining 1% with 2.8% suspended at least once, 0% of Asians suspended with a decline of 2.1%, and 0% of the Filipino group suspended with a decline of 1.8%.

A local success was the implementation of our reading intervention program in our elementary schools. With the implementation of our MTSS program and the use of the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) program, we served over 400 students in a distance learning model.

In analyzing Northwestern Education Association (NWEA) Measures of Academic Progress (MAP) district grade level scores on the Student Growth Summary Report (Aggregate by Grade Level) comparing Fall 2018 to Spring 2019, a success can be found. In Reading, first grade nearly met projected growth.

In analyzing NWEA district grade level scores on the Student Growth Summary Report for Mathematics (Aggregate by Grade Level) comparing Fall 2018 to Spring 2019, first graders exceeded projected growth and sixth grade nearly met projected growth.

On the Student Growth Summary Report Fall 2019-2020 (Growth Comparative Period Fall 2018 - Fall 2019 - a comparison of grade level groups) the percentile for the Mean Rit scores and percentiles are presented where grade levels increased one or more percentile points. (RIT stands for Rasch UnIT and is a measurement scale developed to simplify the interpretation of test scores.)

Reading:
Grade 5
Fall 2018 - Mean Rit = 201.5 * 75 Percentile
Fall 2019 - Mean Rit = 209.4 * 76 Percentile

Math:
Grade 2
Fall 2018 - Mean Rit = 163.7 * 73 Percentile
Fall 2019 - Mean Rit = 179 * 75 Percentile

Grade 3
Fall 2018 - Mean Rit = 179 * 75 Percentile
Fall 2019 - Mean Rit = 192.6 * 76 Percentile

Grade 7
Fall 2018 - Mean Rit = 218.8 * 70 Percentile
Fall 2019 - Mean Rit = 226.3 * 76 Percentile

In Spring of 2021, the NWEA was given to students in grades 1 - 8. The following are grade levels where scores were higher than Fall 2019 scores. These are measures of grade level groups, not student groups. Rit Scores are presented. Percentile scores are not available for the 2021 administration.

Reading
Grade 2 Fall 2019 = 177.7 * Spring 2021 = 185.2
Grade 3 Fall 2019 = 191.9 * Spring 2021 = 196.1
Grade 4 Fall 2019 = 203.1 * Spring 2021 = 203.2
Grade 6 Fall 2019 = 215 * Spring 2021 = 216.6
Grade 7 Fall 2019 = 217.5 * Spring 2021 = 220.2
Grade 8 Fall 2019 = 219.2 * Spring 2021 = 222.7

Math
Grade 2 Fall 2019 = 179 * Spring 2021 = 185
Grade 3 Fall 2019 = 192.6 * Spring 2021 = 195.8
Grade 4 Fall 2019 - 204 * Spring 2021 = 204.1
Grade 5 Fall 2019 = 202.5 * Spring 2021 = 212.3
Grade 6 Fall 2019 = 218.3 * Spring 2021 = 220.3

Reflections: Identified Need

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

In 2019, the California Dashboard reported several areas of recommended focus for the Orcutt Union School District. In English Language Arts, students experiencing homelessness declined 11.8 points and current English learners declined 5.5 points.

In English Language Arts, the following groups scored below standard: Homeless (16.6 points below standard), Students with Disabilities (77.5 points below standard), English learners (25.5 points below standard), Foster Youth (40.9 points below standard), Hispanic (4.1 points below standard), and Socioeconomically Disadvantaged (21.7 points below standard), and Current English learners (59.1 points below standard). The data indicates English Language Arts as an area of focus.

In Mathematics, the following groups scored below standard: Students with Disabilities (110.5 points below standard), English learners (49.6 points below standard), Hispanic (37.5 points below standard), Homeless (49.3 pointes below standard, and Socioeconomically Disadvantaged (43.1 points below standard). Current English learners scored 85.8 points below standard). The data indicates mathematics as an area of focus.

Another identified need on the 2019 California Dashboard is Chronic Absenteeism. The All Students group is in the Orange Level with 9.5% chronically absent, an increase of 1.1%. Foster Youth showed 22.2% chronically absent with an increase of 10.2%. Homeless students showed 25% chronically absent with an increase of 4.6%.

In addition, Suspension Rate is another area that we can identify as a need on the 2019 California Dashboard. Foster Youth have 24.3% suspended at least once with an increase of 20.9%, Two or More Races suspended 4.3% at least once with an increase of 2.5%, Students with Disabilities showing 7.3% suspended at least once with an increase of 3.1%, 4.1% of the Hispanic group was suspended at least once with an increase of 1.2%, 4.8% of the homeless group was suspended at least once with an increase of 0.9%, 5.4% of the socioeconomically disadvantaged group was suspended at least once with an increase of 1.7%, and 4.1% of the White group was suspended at least once with an increase of 0.8%.

An analysis of student results from the Northwestern Education Association (NWEA) Measures of Academic Progress (MAP) assessment, district grade level scores on the Student Growth Summary Report (Aggregate by Grade Level) were compared between Fall 2018 to Spring 2019. In Reading, first grade nearly met projected growth. All other grade levels (2-8) ranged from -1.07 to -2.23. (Grade 1 = -0.17, Grade 2 = -1.23, Grade 3 = -2.23, Grade 4 = -1.63, Grade 5 = -1.95, Grade 6 = -1.07, Grade 7 = -2.14, and Grade 8 = -1.92). The data indicates a focus on reading instruction is needed.

In analyzing NWEA MAP district grade level scores on the Student Growth Summary Report for Mathematics (Aggregate by Grade Level) comparing Fall 2019 to Spring 2019, first graders exceeded projected growth and sixth grade nearly met projected growth. All the other grade levels (2-5, 7,8) ranged from -0.98 to -1.95. (Grade 1 = .86, Grade 2 = -1.37, Grade 3 = -1.95, Grade 4 = -1.20, Grade 5 = -1.13, Grade 6 = -0.18, Grade 7 = -1.87, and Grade 8 = -0.98). The data indicates a focus on math instruction is needed.

On the Student Growth Summary Report Fall 2019-2020 (Growth Comparative Period Fall 2018 - Fall 2019 - a comparison of grade level groups) the percentile for the Mean Rit scores and percentiles - the following are grade levels where percentile scores declined one or more points.

Reading:
Grade 2
Fall 2018 - Mean Rit = 162.2 * 88 Percentile
Fall 2019 - Mean Rit = 177.7 * 79 Percentile

Grade 3
Fall 2018 - Mean Rit = 178.2 * 82 Percentile
Fall 2019 - Mean Rit = 191.9 * 77 Percentile

Grade 4
Fall 2018 - Mean Rit = 193.2 * 82 Percentile
Fall 2019 - Mean Rit = 203.1 * 81 Percentile

Grade 6
Fall 2018 - Mean Rit = 209.5 * 76 Percentile
Fall 2019 - Mean Rit = 215 * 75 Percentile

Grade 7
Fall 2018 - Mean Rit = 214.2 * 71 Percentile
Fall 2019 - Mean Rit = 217.5 * 68 Percentile

Grade 8
Fall 2018 - Mean Rit = 217 * 65 Percentile
Fall 2019 - Mean Rit = 219.2 * 56 Percentile

Math:
Grade 4
Fall 2018 - Mean Rit = 193.3 * 79 Percentile
Fall 2019 - Mean Rit = 204 * 75 Percentile

Grade 5
Fall 2018 - Mean Rit = 202.8 * 69 Percentile
Fall 2019 - Mean Rit = 202.5 * 68 Percentile

Grade 6

Fall 2018 - Mean Rit = 213.3 * 72 Percentile
Fall 2019 - Mean Rit = 218.3 * 68 Percentile

Grade 8
Fall 2018 - Mean Rit = 225.8 * 74 Percentile
Fall 2019 - Mean Rit = 230.8 * 73 Percentile

In Spring of 2021, the NWEA was given to students in grades 1 - 8. The following are grade levels where scores were equal to or lower than Fall 2019 scores. These are measures of grade level groups, not student groups. Rit Scores are presented. Percentile scores are not available for the 2021 administration.

Reading
Grade 5 Fall 2019 = 201.9 * Spring 2021 = 201.9

Math
Grade 7 Fall 2019 - 226.3 * Spring 2021 = 223.9
Grade 8 Fall 2019 = 230.8 * Spring 2021 = 230

During the 2020-21 school year, much focus was on our students who were experiencing or might be experiencing learning loss. Reading intervention through our MTSS plan was implemented in a distance format at our elementary schools. First priority was given to our students in our at-risk groups (low income, English learners, homeless and foster youth). We provided individual tutoring to homeless and foster youth. We created small group cohorts of students to be on campus with a teacher. Priority was given to students in an at-risk group (special education, low income, English learners, homeless, and/or foster youth, or disengaged students). We purchased and implemented online support programs (Zearn Math for grades K-5 and IXL math for grades 6-8) for students who needed additional math support). All English learners had access to Imagine Learning to supplement their language learning needs. Support teachers were available in the evenings from 5:00 - 7:30 four nights a week to provide additional help to families. Our reading and math consultants provided training for remote reading and math instruction. (Reading training was for administrators and TOSA by request. Math was for all TK-6 teachers.)

An Attendance/Engagement Protocol of three tiers was created to target students who were not regularly engaging in school during the 2020-2021 school year. Much personal contact was made with families of students who were not engaged.

The following are a few of the new actions of the current LCAP that were developed to meet student academic and social emotional needs: addition of an Executive Director of Educational Services to focus on analysis of data, implementation of the District MTSS, and monitoring of Tier 1 and Tier 2 instruction with a priority given to students in at-risk groups (low income, special education, homeless, foster, English learners), addition of a social worker to assist in providing support and school/community resources to students with a priority given to students in at-risk groups (low income, special education, homeless, foster, English learners), and summer programs to provide supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports with priority given to students in at-risk groups (low income, special education, homeless, foster, English learners).

LCAP Highlights

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

OUSD will offer a variety of programs and supports specifically for unduplicated pupils (English learners, foster youth, low income pupils, and re-designated English learners [Fluent English Proficient]). These include highly trained classroom teachers at every school site, technology specifically targeting access to technology, counseling/mental health support for students, data analysis, intervention programs, individual/small group tutoring, assessment to monitor progress, individualized learning paths and online curriculum, positive attendance support, and positive behavior intervention support.

OUSD also continues to implement a Multi-Tiered Systems of Support (MTSS) model. The Teachers on Special Assignments (TOSAs) will work closely with the site administration and leadership teams to identify and allocate resources to appropriate students at their schools targeting English learners, foster youth, students with disabilities and/or students who are low income. We will be adding an Executive Director of Educational Services. One of the main duties of this position will be to gather, monitor and share data of students in at-risk groups (English learners, students with special need, low income, homeless, and foster youth). The district will also offer services and programs that are aligned with LCAP goals and the OUSD Strategic Plan to serve all students such as collaboration time for teachers to confer and plan for meeting student needs, stipends for teachers with additional duties as leads for PLC teams/members of site leadership teams, and district-wide benchmark assessments to monitor the progress of all students. Full day kindergarten at all of our schools will be added in the 2021-2022 school year. Daily instructional support will be provided for academic time.
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Every one of our schools currently has students from each of the designated student groups (English learners, students identified as low income, homeless and foster youth, and re-designated English learners [fluent English proficient]). In addition, the district has banked minutes to allow for an early student dismissal day for our teachers to meet in Professional Learning Communities (PLCs) to improve practice, use data to drive instruction, and target intervention to the needs of individual students, especially English learners, foster youth, students with disabilities, and/or students who are Socio-Economically Disadvantaged. Daily bell schedules at all K-8 sites will be adjusted to enable teachers to meet weekly for at least 60 minutes in PLCs with the guidance of site administration, leadership team members, and the TOSAs and additional duties outside of the school day for PLC team/leadership team members.

In addition, the district will also offer additional instruction with specialists in the area of art, music, and physical education at elementary school sites which will enable teachers to meet in Professional Learning Communities to collaborate around student learning. An additional instructional block for physical education also allows for targeted small group instruction (intervention and/or enrichment). Weekly classroom music instruction for all students in grades 1-6 is a program that is showing great success. Research shows music education prepares students to learn, facilitates student academic achievement, and develops the creative capacities for lifelong success. Elementary Physical Education instruction from a credentialed P.E. teacher with the support of a trained classified instructional assistant is also provided. The physically active child is more likely to be academically motivated, alert, and successful. Visual art instruction was added in the 2018-19 school year to provide additional weekly instruction in grades K-6 for students. This year with the start of our full day kindergarten program, students in kindergarten will also have weekly classroom music.

Social emotional well-being of students is targeted in this LCAP. A committee will be developed to study social emotional needs of our students and families. The target will be for this committee to choose a social emotional curriculum to be delivered to students district wide. We will continue our implementation of Positive Behavioral Interventions and Supports (PBIS) to focus on the climate of our schools. We will continue to fund district counselors (full time at each of our junior high schools and part time at our K-6 and K-8 schools). We are adding a social worker to meet additional needs of students and families. Students in at-risk groups (English learners, low income, homeless and foster youth, and students with special needs) will be prioritized for services.

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

Comprehensive Support and Improvement

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

Schools Identified

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

No schools were identified for CSI (Comprehensive Support and Improvement).

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

Two stakeholder surveys were conducted in the Spring of 2021. The first surveyed stakeholders on each of the eight state priorities and the importance of each as viewed through their perspective. In the second survey, parents/guardians were asked to share their level of engagement in their child's school.

The engagement of students in the development of the LCAP was a priority. Students in multiple classes at the junior high level met with the Assistant Superintendent for Educational Services in the Spring of 2021 and were asked to share their perspective through a discussion which included the following questions:

What do you feel is going well at your school? What is working? What do you appreciate about your school?
What do you feel is "meh" at your school? What are you glad is here, but could be improved upon?
What do you feel your school needs to be even better? How can we improve your school experience?

A thorough review of data from the 2018-19 and 2019-20 school year to date was reviewed and analyzed prior to the School Leadership Team meetings in March of 2021 where the data was shared and recommendations were made. The analysis included reviewing the prior year's actions and effectiveness in evaluating the current need in each of the 8 priority areas identified by the California Department of Education.

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

Rate the progress on each goal (excellent, good, fair, poor). What do you feel is going well for Goal #X? What would you like to see increased/improved for Goal #X?

1/25/2021 - Met with Kathy Long, Executive Director of Special Education regarding professional development to include in the LCAP on behalf of students with special needs.
2/4/2021 - Met with Orcutt Educators Association Rep Council, reviewed LCFF/LCAP Infographic and conducted LCAP Stakeholder Input Activity
2/9/2021 - Met with CSEA, reviewed LCFF/LCAP Infographic and conducted LCAP Stakeholder Input Activity

2/22/2021 - Met with students at Olga Reed and conducted student LCAP Stakeholder Input Activity
2/22/2021 - Met with Parent/Superintendent group to review previous Local Continuity Plan and the development of the LCAP. Conducted LCAP Stakeholder input with parents
2/24/2021 - Strategic Plan Review/LCAP Development Task Force Meeting (parents, teachers, administrators, community members)
3/1/2021 - Met with students at Orcutt Junior High School, conducted student LCAP Stakeholder Input Activity
3/1/2021 - Met with students at Lakeview Junior High School, conducted LCAP Stakeholder Input Activity
3/3/2021 - Strategic Plan/LCAP Development Task Force Meeting (parents, teachers, administrators, community members)
3/8/2021 - Met with Orcutt Junior High and Lakeview Junior High Leadership teams (administrators and teachers) to review and update Needs Assessment
3/22/2021 - Met with Joe Nightingale, Ralph Dunlap, and Patterson Road Leadership teams (administrators and teachers - including special education) to review and update Needs Assessment
3/23/2021 - Met with District Management Team (Certificated and Classified), reviewed LCFF/LCAP Infographic and conducted LCAP Stakeholder Input Activity
3/26/2021 - Received input from SELPA Director regarding input for LCAP.
3/29/2021 - Met with Olga Reed, Alice Shaw, and Pine Grove Leadership teams (administrators and teachers) to review and update Needs Assessment
03/31/2021 Met with the Orcutt Union School District's English Advisory Council (DELAC), and conducted LCAP Stakeholder Input Activity with these parents of English learners
6/09/2021 OUSD School Board Meeting – LCAP Public Hearing
6/14/2021 OUSD School Board Meeting – LCAP Action Item for approval

A summary of the feedback provided by specific stakeholder groups.

The following is the feedback provided by each group: (Feedback was collected during school closure/prior to reopening.)
Parents: Returning to in-person instruction as soon as possible was requested by many parents. Several were happy to have the option to continue in distance learning if desired. A survey was sent to parents during the 2020-2021 school year. Six hundred eighty-four parents responded. Eighty-four percent of our parents who participated in the parent survey frequently get useful information from our Parent Square communication system. Twelve percent sometimes get useful information from this source. (Parent Square was determined to be the most useful mode of communication by parents.) Parents indicated that receiving information from parents via report cards, conferences or general communication is useful. Parents indicated that they appreciate quick, timely, open communication about student issues as opposed to waiting until the problem is large. Parents are concerned about students' social emotional health during school closure. Examples include students in the middle grades who don't want to turn their cameras on. Parents who completed the online survey in the spring of 2021, indicated an "extremely high priority" or a "high priority" at the following rate in the following topics: Increase student achievement (test scores) (57.49%), Increase engagement (attendance) (79.96%), Increase parent involvement and participation (54.66%), Maintain positive school environment (increase a sense of safety and school connectedness and reduce suspensions and expulsions) (77.73%), Ensure highly qualified teachers (95.95%), Ensure student access to instructional materials (94.32%), Ensure facilities are in good repair (82.56%), Implement CA state standards (62.07%), and Ensure access to core subjects that prepare students for high school (i.e., English, Math, Science, Social Studies, Visual and Performing Arts, Health and PE) (92.31%). Parents of of English learners in the DELAC group indicated that they think the summer Expanded Learning Opportunities will be very helpful for students.

Administrators: Training in reading and math curriculum has gone well over the years. We should continue this focus. In the elementary schools, reading intervention has gone very well. We need to focus on math intervention. We need to resume focus on targeted research-based intervention at the junior high level. We need to implement research-based programs that target the needs of the students. We need to focus more on the needs of our English learners. Our transition to 1-1 devices for students was amazing. Our teachers and students have learned many new technology skills. We want to make sure that we continue to focus on utilizing technology in a productive and creative manner when students and teachers return to school. We need to continue our focus on the SAMR Model (Substitution, Augmentation, Modification, Redefinition) through professional development. We need to return to a focus on how Professional Learning Communities (PLCs) are to be run. During school closure, many teachers worked together very well. We need to return to the tenants of PLCs. Counseling opportunities are extremely important for students. Offering additional social emotional support for students is necessary. Analyzing suspensions at the junior high is important. Creating a solid restorative justice program would be helpful. The Executive Director of Special Education suggests that we incorporate Universal Design for Learning (UDL) professional development to help teachers in highlighting the strengths of students with special needs (as well as other students in at-risk groups) so that they can participate more fully in general education activities. Information from our suspension data along with recommendations from our Executive Director of Special Education and our SELPA director suggests that we focus on the attendance and suspension data of our students with special needs. This focus on students with special needs would also support the work that is being done through differentiated assistance.

Teachers (including Leadership Team input, and teacher union input): We have a full implementation of English Language Arts, Math and Social Studies. Teachers are looking forward to implementing our new Science curriculum next year. In looking at math as the next curriculum adoption, extra efforts should be made to ensure that structures of support are in place for English learners and students with special needs (i.e., scaffolding). Junior high teachers are looking forward to implementation of a Career Technical Education (CTE) course which would be available to all students. Teachers were all in agreement that data showing "engagement" this year in school closure is very different from "attendance" data when students are in school. A focus on attendance and suspension is necessary, especially for students in our at-risk subgroups (foster, homeless, special education, English learners, and low income). While our re-designation percentage is good, we need to continue to focus on our delivery of support for English learners. It will be good to continue to meet as district PE teachers and target Physical Fitness Test results. A continued focus on professional development in curriculum implementation is very important. Teacher on Special Assignment (TOSA) support is extremely helpful and should be continued and expanded if possible. Support from ELA and Math consultants has been very helpful. Data shows that we need to continue to focus on improving student performance in English Language Arts and Math. A focus on math intervention is recommended. Training in the use of technology has been very helpful and should be continued. We need to continue to focus on having adequate bandwidth/connectivity in all our schools. A focus on special education teacher and student needs is essential. An increased focus on students' social emotional needs is essential.

Students: Many students noted that they are feeling connected to teachers even during distance learning. They appreciate being able to contact teachers for assistance. Many teachers are really trying to make distance learning work. While distance learning is going well for many students, it is also not going well for many. Students are really missing being with their peers. Some feel that they don't have a relationship with teachers. Students miss having school sports during school closure. While some students feel the workload is manageable, others think there is too much work assigned in the distance learning environment. Students want more interaction time as opposed to teacher lecture time. Zooms feel too long to many. Some students like that they can have more control of their personal schedules with distance learning.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Because of the focus on social emotional well-being, the action of creating a group to focus on this issue will be developed. Counseling services by district counselors will remain. Also, the addition of a social worker to our district staff to support students and families is the result of stakeholder input. Because of the focus on academics (tier 1 and tier 2), an Executive Director of Educational Services will be added. A focus on math intervention in the elementary schools and junior high Tier 1 reading and math will be important for the director. Expanded Learning Opportunities are very supported by stakeholder input. Continuation of TOSAs and consultants was important to stakeholders. Because stakeholders feel that reading intervention in elementary schools has gone well, this will continue (and increase as needed with the Expanded Learning Opportunity Grant). Offering a CTE class was important to junior high teachers. This will be implemented at both junior high schools in the 2021-2022 school year. Continued support and professional development in the integration of technology was important to teachers and adminstrators. This will continue. Administrators and teachers shared that a focus on attendance and suspension (especially in our at risk groups - English learners, foster, homeless, low income and students with special needs) is very important. Because of this, action items to analyze attendance and suspension data as well as programs to increase attendance and reduce suspensions were added.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

In 2019, the California Dashboard reported several areas of recommended focus for the Orcutt Union School District. In English Language Arts. Students experiencing homelessness declined 11.8 points and current English learners declined 5.5 points.

In English Language Arts, the following groups scored below standard: Homeless (16.6 points below standard), Students with Disabilities (77.5 points below standard), English Learners (25.5 points below standard), Foster Youth (40.9 points below standard), Hispanic (4.1 points below standard), and Socioeconomically Disadvantaged (21.7 points below standard), and current English Learners (59.1 points below standard).

In Mathematics, the following groups scored below standard: Students with Disabilities (110.5 points below standard), English Learners (49.6 points below standard), Hispanic (37.5 points below standard), Homeless (49.3 pointes below standard, and Socioeconomically Disadvantaged (43.1 points below standard). English Learners scored 85.8 points below standard).

In the Spring of 2021, stakeholder groups indicated that student achievement is a high priority. Fifty-seven percent of parents chose "increasing student achievement" as a high priority or very high priority.

The fact that the district is in Differentiated Assistance in the area of Students with Special Needs supports this goal.

Teachers, administrators, and parents all stated that distance learning contributed to difficulty for many of our students to learn and perform.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP – ELA % Students met/exceeded standard	Percent of Students Scoring At or Above Standard on the 2019 CAASPP: All Students: 54.47% Low-income: 43.06% English Learners: 23.92% Homeless: 52.63% Foster Youth: NA Students with Disabilities: 20.36%				Increase student performance for all students and each student group by 5 points in the area of ELA as measured by the CAASPP and reported on the California Dashboard.
CAASPP - Math % Students met/exceeded standard	Percent of Students Scoring At or Above Standard on the 2019 CAASPP: All Students: 43.8% Low-income: 32.16% English Learners: 14.56% Homeless: 26.32% Foster Youth: NA Students with Disabilities: 15.68%				Increase student performance for all students and each student group by 5 points in the area of ELA as measured by the CAASPP and reported on the California Dashboard.
English Learner Progress on ELPAC	English Learner Progress (Change) as reported in Data Quest (CA Dept. of Ed.) in 2019 Level 4 - Well Developed: 25.09%				At least 60% of students will be in the "Well Developed + Moderately Developed" groups as reported in Data Quest (CA Dept. of Ed.)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Level 3 - Moderately Developed: 42.31% Level 2 - Somewhat Developed: 24.54% Level 1 - Beginning Stage: 8%				
Re-designation Rate for English Learners (EL to RFEP)	12% of English Learners were redesignated (EL to RFEP) in the 2019-2020 school year. 13.4% of English Learners were redesignated (EL to RFEP) in the 2020-2021 school year.				10% of English Learners will be redesignated (EL to RFEP)
English Learner access to core Instruction and English Language Development (ELD)	100% of students received access to Core instruction and ELD				100% of students will receive access to core instruction and ELD.
Percent of HIghly Qualified Teachers that are Appropriatedly Assigned	In the 2020-21 school year, 99% of teachers were highly qualified and appropriately assigned.				100% of OUSD teachers will be highly qualified and appropriately assigned.
Percent of Schools Meeting FIT Requirements	In the 2020-21 school year, 100% of OUSD schools met FIT requirements				100% of OUSD schools will met FIT requirements.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Students with Access to Instructional Materials	In the 2020-21 school year, 100% of OUSD students had access to OUSD adopted materials that are standards - aligned.				100% of OUSD students will have access to adopted materials that are standards aligned.
Percent of Students with Access to required Course of Study	In the 2020-21 school year, 100% of OUSD students had access to required course of study.				100% of OUSD students will have access to required course of study.
NWEA Reading Mean Rit and Percentile	Fall 2019 Mean (average) Rit & Percentile Grade 2 Mean Rit = 177.7 * 79 Percentile Grade 3 Mean Rit = 191.9 * 77 Percentile Grade 4 Mean Rit = 203.1 * 81 Percentile Grade 5 Mean Rit = 209.4 * 76 Percentile Grade 6 Mean Rit = 215 * 75 Percentile				The percentile for the average Rit score for students in grades 2-6 will be at least at the 85th percentile in reading in the spring administration. (See Student Growth Summary Report) The percentile for the average Rit Score for students in grades 7 & 8 will be at least at the 75th percentile in the spring administration (or winter administration if spring administration is not conducted).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 7 Mean Rit = 217.5 * 68 Percentile Grade 8 Mean Rit = 219.2 * 56 Percentile Spring 2021 Mean (average) Rit (Percentage not available) Grade 2 Mean Rit = 185.2 Grade 3 Mean Rit = 196.1 Grade 4 Mean Rit = 203.2 Grade 5 Mean Rit = 201.9 Grade 6 Mean Rit = 216.6 Grade 7 Mean Rit = 220.2 Grade 8 Mean Rit = 222.7				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Math Mean Rit and Percentile	Fall 2019 Mean (average) Rit & Percentile Grade 2 Mean Rit = 179 * 75 Percentile Grade 3 Mean Rit = 192.6 * 76 Percentile Grade 4 Mean Rit = 204 * 75 Percentile Grade 5 Mean Rit = 202.5 * 68 Percentile Grade 6 Mean Rit = 218.3 * 68 Percentile Grade 7 Mean Rit = 226.3 * 76 Percentile Grade 8 Mean Rit = 230.8 * 73 Percentile Spring 2021 Mean (average) Rit (Percentage not available)				The percentile for the average Rit score for students in grades 2-8 will be at least at the 80th percentile in the area of math. (See Student Growth Summary Report)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 2 Mean Rit = 185 Grade 3 Mean Rit = 195.8 Grade 4 Mean Rit = 204.1 Grade 5 Mean Rit = 212.3 Grade 6 Mean Rit = 220.3 Grade 7 Mean Rit = 223.9 Grade 8 Mean Rit = 230				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher on Special Assignment (TOSA) Support	All teachers will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSAs). The TOSAs will support school sites with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2. TOSAs will provide support for identification of and training in effective, research-based interventions	$334,897.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for at-risk students, especially English learners, foster youth, homeless, and low income students.		
2	Standards-Based Materials	Standards-based materials will be available to all students. Science curriculum was piloted by teachers in grades K-8 during the 2019-20 and 2020-21 school years. A committee consisting of teachers provided input and guidance for curriculum selection. A TK science program by the same publisher was viewed and chosen by TK teachers. A presentation was made to the School Board and materials were adopted in February of 2021. Teachers received materials and were trained in the new science adoptions at the end of the 2020-21 school year in preparation for the 2021-22 school year. The science adoption materials contain resources for English Learners and students needing academic support.	$75,000.00	No
3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Universal screening, formative assessments and MTSS progress monitoring assessments will be administered to students to identify areas of need, effectiveness of program, and to monitor student progress. Data will be analyzed specific to English Learners, foster youth, homeless youth and low income students to determine if instructional strategies are effective. The EduClimber data management program will be utilized to gather, analyze and communicate academic data to staff. Data will be used in placement for intervention/enrichment groups, and to monitor student progress. Data will also be utilized to communicate information regarding student progress with parents and students. NWEA, Acadience, PathBlazer/Compass Learning will be available to individualize instruction as NWEA levels populate to PathBlazer to assist in targeting specific student academic needs.	$129,389.00	Yes
4	Professional Learning Communities (PLC)	Professional Learning Community (PLC)/Leadership Team Members will receive a stipend in exchange for attending leadership team meetings, facilitating weekly PLC team meetings, making regular reports to administration, communicating leadership team decisions to	$101,296.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the grade level/department PLC team, and other negotiated duties. The focus of the PLC team and Leadership Team meetings will be on student achievement and meeting the needs of at-risk students, specifically English Learners, foster students, homeless students, English Learners, and low income students.		
5	On-Site Intervention	Identified students will receive targeted support through on-site interventions provided by the classroom teacher, hourly intervention teachers, and the grade level teaching team (Tier 1 and 2). TOSAs will provide support for identification of and training in effective, research-based intervention for at-risk youth (ELs, foster/homeless youth, low-income students, and students with disabilities).	$383,153.00	Yes
6	Professional Consulting, Support Programs	Professional consulting in the areas of English/Language Arts and Math will be available to teachers and administrators for support in focusing on students who are performing below standard. Programs will be utilized to double and triple-dose students in need of additional instruction and practice. Instruction may also be provided during non-school hours and during breaks in school. Providing strategies in supporting at-risk students including English Learners, foster youth, homeless youth, low income students will be the main focus.	$180,000.00	Yes
7	English Language Development (ELD) Support	Provide translation support and access to community/school/district resources through bilingual community liaisons and bilingual staff. Monitor student data and instructional practices. Provide an ELD TOSA to coach teachers in the delivery of designated and integrated ELD and provide resources and support to classroom teachers for newcomers and Long Term English Learners (LTEL).	$171,539.00	Yes
8	Extra Support for Foster/Homeless Students	Small Group and Individual Tutoring will be made available for at-risk foster and homeless youth. Scholarships to participate in enrichment activities will be made available to foster and homeless youth.	$13,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Executive Director of Educational Services	All teachers and administrators will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of the Executive Director of Educational Services. The Director will ensure that the MTSS plan is complete and implemented with fidelity. The Director will gather and monitor school site and district data to insure that at-risk students, especially English Learners, foster and homeless youth, students with special needs and low income students are receiving needed interventions and are making adequate progress. The Director will regularly consult with site leadership teams to evaluate, monitor and revise program structures to meet the needs of at-risk students, specifically, English Learners, foster youth, homeless youth, students with special needs and low income students.	$175,000.00	Yes
10	Implementation of Summer Extended Learning Opportunities	Students will be offered a two or four week summer session that will focus on reading/math intervention and academic acceleration. Students entering grades 1-6 will be offered a four week session. Students entering TK/K, 7, and/or 8 will be offered a two week "jump start" session right before school starts. Students in at-risk groups (homeless, foster, EL, students with special needs, and low income) will be given priority enrollment.	$470,000.00	Yes
11	Extended Learning Opportunities - Instructional Assistants in kindergarten	Instructional assistants will be placed in full day kindergarten classrooms to support academic and behavioral needs of students. Priority for support will be given to at risk students (English Learners, homeless, foster, and low income students).	$165,000.00	Yes
12	Implementation of Full Day Kindergarten	Kindergarteners will attend school in a full day schedule. Previously, kindergarten was on a staggered day schedule with an overlap midday.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
13	Program Specialist	The program specialist will focus on the Multi-Tiered Systems of Support System (MTSS) to focus on the academic and social-emotional needs of our at-risk students (English learners, homeless, foster, students with special needs, and low income students). This person will also focus on Positive Behavioral Interventions and Supports (PBIS) systems to focus on behavior and social emotional needs of our at risk students (English learners, homeless, foster, students with special needs, and low income students).	$126,112.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Our stakeholder group of parents, admnistrators, teachers, parents, and community members set "Future Ready" as a Goal in our Strategic Plan. This group strongly feels that students need to participate in activities that focus on real-world events to make learning meaningful and to be sure that students are ready to successfully participate in a global society when they leave the Orcutt School District.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of course/enrichment offerings that focus on future ready skills.	Six of our eight schools (five elementary schools and one junior high school) have a FIRST Lego League team that meets, develops projects, and competes in a regional tournament. CTE classes are being planned to start in the 2021-2022 school year.				Each elementary and junior high school will have a FIRST Lego League team. CTE classes will be offered at each junior high school. E Sports will be available for junior high students. Students in junior high will be participating in classes at the local junior college.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	E Sports are being planned to start in the 2021-2022 school year.				
Principal SAMR Survey (Analysis of level of use of technology in classroom lessons) Technology use in the classroom was defined as Enhancement (Substitution, Augmentation) or Transformational (Modification, Redefinition)	Of the teachers using technology in class at the time of the administrator visit, 1.69% Redefinition 13.56% Modification 66.10% Augmentation 18.64% Substitution (19.18% Technology not in use) 52% of teachers were using technology with a "somewhat or direct" connection to the lesson.				Evidence of transformational use of technology (Modification or Redefinition) will increase by 20%.
Digital Citizenship Accounting Survey	Teachers are asked to utilize Common Sense Media (or similar) curriculum to teach Digital Citizenship skills to teachers. Currently, participation is not recorded.				All teachers will teach at least five digital citizenship lessons to student each school year.
Student-computer device/internet access ratio	Each student is given a district computer device				Each student will be given a computer device to use at home

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(iPad/Chromebook) to use at home and at school. A hotspot is available to families who do not have internet access.				and at school. A hotspot will be available to families who do not have internet access.
Career and Technical Education (CTE) Student Course Access	CTE classes have not been offered yet. We plan to offer CTE elective sections in the 2021-22 school year.				At-risk students (EL, foster, homeless, low-income) have equitable access to CTE classes.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Focus on Future Ready Course Opportunities	Career and Technical Education (CTE) Classes will be available to all junior high students. Equitable course access will be available for at-risk students (foster, homeless, EL, low income).	$30,000.00	Yes
2	Focus on Future Ready Enrichment Opportunities	E Sports will be available to junior high students with equitable access to students in at-risk groups (foster, homeless, low income, EL). Additional opportunities will be available such as coding, digital media, etc. to all students in all grade levels again with equitable access to students in at-risk groups (foster, homeless, low-income, EL).	$50,000.00	Yes
3	Professional Development in Integration of Technology for Future Ready Skills	Teachers will recieve professional development in the integration of technology for future ready skills by TOSAs, consultants, outside workshops/conferences. Priority will be given to technology and PD that focuses on needs of at-risk learners including homeless, foster, EL, low income and students with disabilities.	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Technology Devices for Students	Each student will be issued a technology device (chromebook or iPad) to be used at home and at school. Hotspots will be available for students who do not have adequate access to wifi. If wifi cannot be accessible at home, arrangements will be made so that students can be on campus additional time to be able to access wifi.	$700,000.00	No
5	Creative Learning Environments	Staff will investigate alternatives for creative learning environments, including furniture, technology, physical space, and tools to improve student engagement and learning.	$0.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	We will provide our staff inspiring, relevant, and meaningful learning and wellness opportunities in a safe supportive environment to prepare for the ever-changing needs of our district. State Priorities: Priority 1 (Basic: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes), Priority 7 (Course Access: Conditions of Learning) Local Priority: OUSD Strategic Plan

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of times per week teachers meet in a PLC group.	TK-6 teachers meet twice weekly in PLC groups. 7/8 teachers meet once weekly in PLC groups.				TK-6 teachers will meet twice weekly in PLC groups. 7/8 teachers will meet once weekly in PLC groups.
PLC Self-Rating Device - (Teachers rating competency in grade level team or department team in use of PLC features)	Scores 1-5 (1= low, 5 = high) 3.86 Essential Standards 3.94 PLC Teams 3.56 Use of Data				Using the PLC Self-Rating Device, teachers will rate their competency in grade level teams or department teams above 4 in each area.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3.61 Use of Common Formative Assessment 3.18 Use of RTI/MTSS for Intervention				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Restructuring Instructional Time	Time is built into the school day for all teaches to meet weekly for at least 60 minutes. In addition, elementary school teachers have a 90 minute weekly block of time to meet. This time for Professional Learning Communities (PLCs) is spent discussing essential learning targets, student achievement data, teacher observations, best practices in instruction, and the use of intervention time to target instruction for our students in at-risk groups (English Learners, foster, homeless, low income, special education). The Director of Educational Services and TOSA analyze student intervention data regularly with a prioritized focus on at risk students (English Learners, homeless, foster, low income, and students with special needs). Funds are used to compensate teachers for increasing their work day.	$644,754.00	Yes
2	Professional Development in Universal Design for Learning	Administrators and teachers will receive inservice in UDL to learn strategies to assist students in at-risk groups (SWD, foster, homeless, ELs, low-income) to successfully participate in instruction. Additionally, learning strategies such as Problem-Based Learning, Questioning, Literature Circles, Center-Based Learning, Socratic Instruction, etc. will be considered to engage students.	$5,000.00	Yes
3			$0.00	

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

All stakeholders (administrators, parents, teachers, students, community members) stated that student mental wellness is important.

In a Spring 2021 survey, 80% of parents responding indicated that "Increase Student Engagement" is a high priority. In the same survey in Spring 2020, 67% of parents responding indicated "Increase Student Engagement" is a high priority. One can speculate that school closure has increased the need for a focus on student engagement.

Teachers commented that the way the state calculates attendance (engagement) does not accurately portray student attendance or involvement in school. They noted that students with mental wellness issues might just be in a class Zoom for a few minutes and/or not feel comfortable using their video. Teachers recommend a focus on student mental wellness.

In a student survey (grades 4 - 8) for the Single School Plan in Fall of 2020, students were asked to determine if, "At my school and during distance learning, there is a teacher or other adult who really cares about me." Results varied at each school with a range of 41-59% of students responding indicated that this sentence is "very much true".

In a Spring 2021 survey, 77% of parents who responded indicated that "Maintaining a positive school climate (increase a sense of safety and school connectedness and reduce suspensions and expulsions)" is a high priority.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate - SIS	In the 2019-2020 school year, until school closer, the monthly average attendance rate was 95.81%. In the 2020-2021 school year from September - February, the monthly average "engagement: rate" was 97.08%.				Monthly Average Attendance Rate of 97% or higher.
Suspension/Expulsion Rate	Student Group Suspension Information as reported by the California Dashboard for the 2019-20 school year (including school closure time): 3.1% - All Students 4% - African American 0% - American Indian 0% - Asian 0% - Filipino 2.9% - Hispanic or Latino 3.7% - White 4% - Two or More Races 3% - English Learners				Decrease suspension rate for "All Students" group and student groups above 2% to 2% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3.3% Socioeconomically Disadvantaged 17% - Foster Youth 4.5% - Homeless 4.7% - Special Education				
Parent Survey	School Communication Level Spring 2021 Parent Survey School Communication Level 33% - Excellent 48% - Good 16% - Fair 3% - Poor				90% of parents will indicate that the school communication level is Excellent/Good.
Middle School Dropout Rate	0%				Maintain a middle school drop out rate of 0%.
School Participation in Positive Behavioral Interventions and Supports (PBIS)	The following schools began implementation in the 2017-18 school year: Joe Nightingale Patterson Road Alice Shaw Lakeview Junior High The following schools began implementation in 2018-19 school year:				All schools will be in full implementation of Tiers 1 & 2 of PBIS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Ralph Dunlap Pine Grove Olga Reed Orcutt Junior High School All school staffs have had training in Tier 1. Tier 2 has been introduced. All school staffs will need review as they return to implementation in the 2021-22 school year due to school closure.				
Physical Fitness Test - Healthy Fitness Zone (HFZ)	2018-19 Percent of Students in HFZ Grade 5 54.7% - Aerobic Capacity 60.7% - Body Composition 81.3% - Abdominal Strength 93.8% - Trunk Extension Strength 65.1% - Upper Body Strength 52.4% - Flexibility Grade 7 61.2% - Aerobic Capacity				The percent of students scoring in the HFz will increase by 4% (or to 80%) for all areas below 80%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	63% - Body Composition 78.6% - Abdominal Strength 76% - Trunk Extension Strength 63% - Upper Body Strength 68.1% - Flexibility				
Chronic Absenteeism	2018-19 Chronic Absenteeism Rate 9.3% - All Students 7% - English Learners 21.6% - Foster Youth 26.8% - Homeless 13.5% Socioeconomically Disadvantaged 14.4% - SWDs				Chronic Absenteeism will decrease by 4% for "All" students and each student group.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Art/Music provided to students while teachers are in PLC Meetings	Every student in grades K-6 will receive weekly classroom music instruction with a credentialed music teacher. This time will be coordinated with visual arts instruction and physical education to allow teachers to meet in Professional Learning Community groups to focus on student achievement. Professional Development for music teachers will be available. Orcutt Children's Arts Foundation will assist with funding for the art program. Providing PLC time for teachers to discuss student performance will contribute to improving services for at-risk students which include homeless, foster, English Learners, and low income students.	$367,986.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Counseling Services	Continue counseling services at all District schools with credentialed counselors hired directly by the District. Priority for services to target the needs of English Learners, foster/homeless youth, and low-income students.	$359,205.00	Yes
3	Implementation of Positive Behavioral Interventions and Supports (PBIS)	PBIS implementation and training for each school will continue. Funds will be used for substitute teachers for attendance at PBIS training as well as the contract with Cal Tac to provide PBIS training. The goal of PBIS is to reduce suspensions and to increase attendance. Attendance and suspension data of at risk students (ELs, foster, homeless, low income) will be closely monitored. The EduClimber data management program will be utilized to gather, analyze and communicate academic data to staff. School leadership teams will analyze this data at least monthly to evaluate/ and modify (as needed) MTSS SEL/Suspension flowchart protocols for individual students (again, with a priority focus on at-risk student groups: EL, foster, homeless, low income, special education).	$58,746.00	Yes
4	Focus on Attendance Data	With the direction and support of the district Educational Services Department, schools will collect and analyze attendance data monthly with a priority focus on at-risk student groups (low income, foster, homeless, English learners, and students with special needs). School leadership teams will analyze this data at least monthly to evaluate/ and modify (as needed) attendance incentive opportunities for individual students (again, with a priority focus on at-risk student groups: foster, homeless, English learners, low income, and students with special needs).	$0.00	Yes
5	Focus on Positive Behavior/Suspension /Expulsion Data	Under the direction and with the support of the district Educational Services Department, schools will collect and analyze suspension and expulsion data monthly with a priority focus on at-risk student groups (English learners, foster, homeless, special education, low income	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students). School leadership teams will analyze this data at least monthly to evaluate and modify (as needed) MTSS SEL/Suspension flowchart protocols for individual students (again, with a priority focus on at-risk student groups: English learners, foster, homeless, low income, and students with special needs).		
6	Provide credentialed PE teachers for TK-6 students	Provide additional time for targeted instruction and Professional Learning Communities, especially for English Learners, foster youth, homeless youth, and low income students through the implementation of bi-weekly physical education instruction with credentialed physical education teachers in grades TK-6. Class sizes larger than 50 students will receive support from a PE Classified Instructional Assistant. Materials and equipment will be provided to support equal access to PE standards and programming. The PE program will have a social-emotional focus to target needs of at-risk students (English learners, foster, homeless, low-income).	$515,511.00	Yes
7	Parent Square Home/School Communication Platform	Continue district/teacher/parent access to Parent Square.	$20,000.00	No
8	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	Implementation of weekly enrichment instruction for students encouraging innovation through creativity, critical thinking, collaboration, and communication in grades TK-6 to provide additional time for professional development, Professional Learning Communities, and teacher collaboration, especially focused on meeting the needs of English Learners, foster youth, homeless youth and low income students in grades TK-6. Certificated hourly teachers are contracted and trained to provide instruction to students.	$40,000.00	Yes
9	Social Emotional Focus	Under the direction and with the support of the Educational Services Department, Social Emotional Learning (SEL) curriculum will be identified and implemented to all students TK-8. A committee of administrators, teachers, and counselors, will focus on emotional	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		health and well-being of students as the result of school closure. They will recommend professional development and support the implementation of SEL curriculum to all students TK-8 with an extra focus on students in at-risk groups (foster, homeless, students with special needs, English learners, and low income students). (This committee began to be formed in the 2020-21 school year and began meeting as a "Community of Practice" with other districts as guided by the Santa Barbara County Office of Education. Funds will be spent on staff training, programs, release time and materials.		
10	Social Worker	A social worker will be added to the OUSD staff to target and meet the needs of students in at-risk groups (special education, homeless, foster, low-income, and English Learners).	$130,000.00	Yes
11	Vice Principal	A vice principal will be on site at four Title I schools an additional day (supplemental to the number of days provided at non-Title I schools) to coordinate services to target the needs of English learners, foster/homeless youth, and low income students, and to work with the parents of these at-risk students to support academic and behavioral needs.	$30,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.18%	3237141

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

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

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

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

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

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

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

Action 7 (ELD Support) An ELD TOSA will coach teachers in the delivery of designated and integrated ELD and provide resources and support to classroom teachers for newcomers and Long Term English learners (LTELs). Bilingual community liaisons and bilingual staff will provide translation support and access to community/school/district resources. This will directly affect English learners. *Our re-designation rate for 2021 is 13.4%. That is an increase from the 2020 re-designation rate of 12%.

Action 8 (Extra support for foster/homeless students) Small group and individual tutoring will be made available for at-risk foster and homeless students. Scholarships for fee-based enrichment programs will be made available to foster/homeless students. *Teachers of foster and homeless students shared that the tutoring support was especially helpful during school closure. The teachers and tutors worked together to make sure that the support was targeted to the students' needs.

Action 9 (Executive Director of Educational Services) The Director will gather and monitor school site and district data to insure that at-risk students, especially English learners, foster and homeless youth, and low income students are receiving needed interventions and are making adequate progress. The Director will regularly consult with site leadership teams to evaluate, monitor and revise program structures to meet the needs of at-risk students, specifically, English learners, foster youth, homeless youth, and low income students. *Research shows that implementation of MTSS results in student academic growth.

Action 10 (Summer Sessions) Students in at-risk groups (homeless, foster, English learner, low-income) will be given priority enrollment.

Goal 2: We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future-ready, and thrive in a global society.

Action 1 (Future Ready Course Offerings) Equitable course access will be available for at-risk students (homeless, foster, English learner, low-income).

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

Action 3 (Professional Development in integration of Technology) Priority of professional development topics will be those that focus on the needs of at-risk students (foster, homeless, English learner, low income).

Goal 3: We will provide our staff inspiring, relevant, and meaningful learning and wellness opportunities in a safe, supportive environment, to prepare for the ever-changing needs of our district.

Action 1 (Restructuring Instructional Time) The focus is data collection and analysis. The priority of the focus is on data of students in at-risk groups (homeless, foster, English learner, and low income).

Action 3 (Professional Development in Universal Design for Learning [UDL]) UDL is designed to focus on strategies that promote the diverse skills of all students, especially students in our at-risk groups (students with special needs, English learner, foster, and homeless)

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

Action 1 (Art/Music provided to students while teachers are in PLC Meetings) Providing PLC time for teachers to discuss students performance will contribute to improving services for students in at-risk groups (homeless, foster, English learners, and low-income students). *Research shows that if teachers closely follow the PLC process, students will make significant academic progress. Also, results shows that providing students art and music instruction increases their understanding of academic instruction.

Action 2 (Counseling Services) Priority for services will target the needs of students in at-risk groups (foster, homeless, low-income, and English learner). *Results of the California Healthy Kids Survey in 2018 and 2020 for junior high students show positive results that include an increase in "Caring adult relationships" from 58% to 70% and "High expectations-adults in school" from 74% to 79%.

Action 3 (Implementation of PBIS) The priority of data analysis of reduction of suspensions and increased attendance is for students in at-risk groups (foster, homeless, low-income, and English learner). *PBIS is a researched based program that improves the social emotional environment of the school and reduces suspensions and expulsions. Also, teachers note that they feel that PBIS strategies such as Check-Ins are very helpful for their students with behavior issues.

Action 4 (Focus on Attendance Data) The priority of data analysis of increased attendance is for students in at-risk groups (foster, homeless, low income and English learner).

Action 5 (Focus on Positive Behavior/Suspension/Expulsion Data) The priority of data analysis of improved behavior skills and reduced suspensions is for students in at-risk groups (foster, homeless, low income, and English learner).

Action 6 (PE teachers to provide time for teachers to have PLC Meetings) The provision of this PE time is to allow teachers time for focus on targeted instruction prioritizing the needs of students in at-risk groups (foster, homeless, low income, and English learner). *Research shows that if teachers closely follow the PLC process, students will make significant academic progress.

Action 8 (Enrichment Opportunities) Visual arts teachers are in place to allow teachers time for focus on targeted instruction prioritizing the needs of students in at-risk groups (foster, homeless, low income, and English learner).

Action 9 (Social Emotional Focus) The priority of focus for the social emotional curriculum will be the needs of students in at-risk groups (foster, homeless, low income, and English learner).

Action 10 (Social Worker) The main focus of the job of the social worker will to be to target and focus on the needs of students in at-risk groups (foster, low income, homeless, and English learner).

Action 11 (Vice Principal) The focus of the job of the vice principal will be to target and focus on the needs of students in at-risk groups (foster, low income, homeless and English learner).

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

Supplemental Local Control Funding Formula Funds for the 2021-2022 school year are calculated based on the unduplicated pupil count.

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

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

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

A number of our actions serve specific student populations, but are implemented districtwide or schoolwide. A large body of research exists that stipulates programs are more effective when delivered in a systematic process. The justification for school-wide implementation of these practices is the importance of making an impact on the learning environment and climate of the school as a whole which will have a disproportionately positive impact on the targeted subgroups. Additionally, all of our schools currently have students from each of the

designated student groups (English learners, Socio-economically disadvantaged, foster/homeless youth, and re-designated English learners). These services are the most effective use of our funds because they enable us to target instruction specific to each student's individual needs and they maximize the time of our professionals to work together in a collaborative manner to support student learning. Specifically, we use visual arts, classroom music instruction, and elementary physical education instruction as ways to systematically and systemically address the needs of specific student populations. In addition to the benefit to students receiving instruction in physical education, classroom music, and visual arts, during this time teachers are meeting in Professional Learning Communities (PLCs) to discuss student learning with a focus on student achievement data.

The following instructional strategies/methodologies will be used to increase or improve services for all students based on research based best practices:
* Release time for our teachers to meet in Professional Learning Communities (PLCs) to improve practice, use data to drive instruction, and target intervention to the needs of individual students, especially English learners, foster youth, students with disabilities, and/or students who are Socio-Economically Disadvantaged. Daily bell schedules at all K-8 sites will be adjusted to enable teachers to meet weekly for at least 60 minutes in PLCs with the guidance of site administration, leadership team members, and the TOSAs, and additional duties outside of the school day for PLC team/leadership team members

* Weekly classroom music instruction for all students in grades K-6. Research shows music education prepares students to learn, facilitates student academic achievement and develops the creative capacities for lifelong success. Music facilitates learning in other subjects and enhances skills that children inevitably use in other areas. It is found to have a positive effect on language development, an increased IQ, spatial-temporal skills, and overall the brain works harder when learning the skills required for music (Cutietta, Hamann, Walker, 1995 & Rauscher, 1996).

* Elementary Physical Education instruction from a Credentialed PE teacher with the support of a trained classified instructional assistant (as needed due to class size). The physically active child is more likely to be academically motivated, alert, and successful. In the primary years, active play may be positively related to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative, and problem solving competencies (The National Association for Sport and Physical Education (NASPE). Every student in grades K-6 will receive instruction in music and physical education, but also this time will be utilized for small group instruction to target needed skills, assess student progress with progress monitoring and benchmark assessments requiring small group or individual administration, and for teachers to collaborate with lesson design for intervention instruction.

* Implement a 21st Century school-home communication platform to facilitate everyday communication, meaningful interaction and encourage participation in decision making with stakeholders.

* All online programs are web-based and available to students 24 hours a day, 7 days a week. Programs are currently used for homework, independent study, writing, as an in-class instructional tool, and can be used to target skill development and as an intervention program.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$3,237,141.00	$1,610,000.00		$518,447.00	$5,365,588.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$4,063,815.00	$1,301,773.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Teacher on Special Assignment (TOSA) Support	$124,897.00			$210,000.00	$334,897.00
1	2	All	Standards-Based Materials		$75,000.00			$75,000.00
1	3	English Learners Foster Youth Low Income	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	$129,389.00				$129,389.00
1	4	English Learners Foster Youth Low Income	Professional Learning Communities (PLC)	$101,296.00				$101,296.00
1	5	English Learners Foster Youth Low Income	On-Site Intervention	$383,153.00				$383,153.00
1	6	English Learners Foster Youth Low Income	Professional Consulting, Support Programs		$120,000.00		$60,000.00	$180,000.00
1	7	English Learners	English Language Development (ELD) Support	$171,539.00				$171,539.00
1	8	Foster Youth	Extra Support for Foster/Homeless Students	$13,000.00				$13,000.00
1	9	English Learners Foster Youth Low Income	Executive Director of Educational Services	$175,000.00				$175,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	Implementation of Summer Extended Learning Opportunities		$470,000.00			$470,000.00
1	11	English Learners Foster Youth Low Income	Extended Learning Opportunities - Instructional Assistants in kindergarten		$165,000.00			$165,000.00
1	12	All	Implementation of Full Day Kindergarten					$0.00
1	13	English Learners Foster Youth Low Income	Program Specialist	$82,665.00			$43,447.00	$126,112.00
2	1	English Learners Foster Youth Low Income	Focus on Future Ready Course Opportunities		$30,000.00			$30,000.00
2	2	English Learners Foster Youth Low Income	Focus on Future Ready Enrichment Opportunities	$50,000.00				$50,000.00
2	3	English Learners Foster Youth Low Income	Professional Development in Integration of Technology for Future Ready Skills				$40,000.00	$40,000.00
2	4	All	Technology Devices for Students		$700,000.00			$700,000.00
2	5	All	Creative Learning Environments					$0.00
3	1	English Learners Foster Youth Low Income	Restructuring Instructional Time	$644,754.00				$644,754.00
3	2	English Learners Foster Youth Low Income	Professional Development in Universal Design for Learning				$5,000.00	$5,000.00
3	3							$0.00
4	1	English Learners Foster Youth Low Income	Art/Music provided to students while teachers are in PLC Meetings	$367,986.00				$367,986.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	2	English Learners Foster Youth Low Income	Counseling Services	$359,205.00				$359,205.00
4	3	English Learners Foster Youth Low Income	Implementation of Positive Behavioral Interventions and Supports (PBIS)	$58,746.00				$58,746.00
4	4	English Learners Foster Youth Low Income	Focus on Attendance Data					$0.00
4	5	English Learners Foster Youth Low Income	Focus on Positive Behavior/Suspension/Expulsion Data					$0.00
4	6	English Learners Foster Youth Low Income	Provide credentialed PE teachers for TK-6 students	$515,511.00				$515,511.00
4	7	All	Parent Square Home/School Communication Platform	$20,000.00				$20,000.00
4	8	English Learners Foster Youth Low Income	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	$40,000.00				$40,000.00
4	9	English Learners Foster Youth Low Income	Social Emotional Focus		$50,000.00			$50,000.00
4	10	English Learners Foster Youth Low Income	Social Worker				$130,000.00	$130,000.00
4	11	English Learners Foster Youth Low Income	Vice Principal				$30,000.00	$30,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,217,141.00	$4,570,588.00
LEA-wide Total:	$3,217,141.00	$4,540,588.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$30,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Teacher on Special Assignment (TOSA) Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$124,897.00	$334,897.00
1	3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	$129,389.00	$129,389.00
1	4	Professional Learning Communities (PLC)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,296.00	$101,296.00
1	5	On-Site Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$383,153.00	$383,153.00
1	6	Professional Consulting, Support Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		$180,000.00
1	7	English Language Development (ELD) Support	LEA-wide	English Learners	All Schools	$171,539.00	$171,539.00
1	8	Extra Support for Foster/Homeless Students	LEA-wide	Foster Youth	All Schools	$13,000.00	$13,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	Executive Director of Educational Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,000.00	$175,000.00
1	10	Implementation of Summer Extended Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools		$470,000.00
1	11	Extended Learning Opportunities - Instructional Assistants in kindergarten	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Patterson Road, Joe Nightingale, Alice Shaw, Pine Grove, Ralph Dunlap, Olga Reed Kindergarten		$165,000.00
1	13	Program Specialist	LEA-wide	English Learners Foster Youth Low Income		$82,665.00	$126,112.00
2	1	Focus on Future Ready Course Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools		$30,000.00
2	2	Focus on Future Ready Enrichment Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
2	3	Professional Development in Integration of Technology for Future Ready Skills	LEA-wide	English Learners Foster Youth Low Income	All Schools		$40,000.00
3	1	Restructuring Instructional Time	LEA-wide	English Learners Foster Youth Low Income	All Schools	$644,754.00	$644,754.00
3	2	Professional Development in Universal Design for Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,000.00
4	1	Art/Music provided to students while	LEA-wide	English Learners Foster Youth	All Schools	$367,986.00	$367,986.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		teachers are in PLC Meetings		Low Income			
4	2	Counseling Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$359,205.00	$359,205.00
4	3	Implementation of Positive Behavioral Interventions and Supports (PBIS)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,746.00	$58,746.00
4	4	Focus on Attendance Data	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
4	5	Focus on Positive Behavior/Suspension /Expulsion Data	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
4	6	Provide credentialed PE teachers for TK-6 students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$515,511.00	$515,511.00
4	8	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	$40,000.00
4	9	Social Emotional Focus	LEA-wide	English Learners Foster Youth Low Income	All Schools		$50,000.00
4	10	Social Worker	LEA-wide	English Learners Foster Youth Low Income	All Schools		$130,000.00
4	11	Vice Principal	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeview, Nightingale, Shaw, Patterson Road		$30,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

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

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

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

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

  In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Orcutt Union School District	Janet Bertoldi Assistant Superintendent	jbertoldi@orcutt-schools.net (805) 938-8931

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP – ELA % Students met/ exceeded standard **19-20** Increase student performance for all students and each subgroup by 5 points each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard **Baseline** 2016 CAASPP Results (as related to Level 3) • 2.3 All Students • 32 English Learner • 26.4 Low SES NA Foster Youth • 76.1 SPED	Data is reported on the California Dashboard in terms of "Distance from Level 3" or minimum proficiency standards. Performance on the CAASPP - ELA for each student group is reported below from the 2018-19 school year: All Students - increased 3.3 points, 1.9 points above Level 3 English Learner - increased 6 points, 25.5 points below Level 3 Low SES - increased 4.2 points, 21.7 points below Level 3 Foster Youth - increased 13.5 points, 40.9 points below Level 3 Students with Disabilities - increased 8.7 points, 77.5 points below Level 3 Due to COVID, the CAASPP was not administered in the 2019-2020 school year. There was no CAASPP data reported on the California Dashboard. The last NWEA test administered to all 2nd - 8th graders was in the fall of 2019. At that time, as reported on the Student Growth Summary Report Fall 2019-2020 (Growth Comparative Period Fall 2018 - Fall 2019) the percentile for the Mean Rit scores and percentiles were as follows: Grade 2 Fall 2018 - Mean Rit = 162.2 * 88 Percentile Fall 2019 - Mean Rit = 177.7 * 79 Percentile

Expected	Actual
	Grade 3 Fall 2018 - Mean Rit = 178.2 * 82 Percentile Fall 2019 - Mean Rit = 191.9 * 77 Percentile Grade 4 Fall 2018 - Mean Rit = 193.2 * 82 Percentile Fall 2019 - Mean Rit = 203.1 * 81 Percentile Grade 5 Fall 2018 - Mean Rit = 201.5 * 75 Percentile Fall 2019 - Mean Rit = 209.4 * 76 Percentile Grade 6 Fall 2018 - Mean Rit = 209.5 * 76 Percentile Fall 2019 - Mean Rit = 215 * 75 Percentile Grade 7 Fall 2018 - Mean Rit = 214.2 * 71 Percentile Fall 2019 - Mean Rit = 217.5 * 68 Percentile Grade 8 Fall 2018 - Mean Rit = 217 * 65 Percentile Fall 2019 - Mean Rit = 219.2 * 56 Percentile
Metric/Indicator CAASPP – Math % Students met/ exceeded standard **19-20** Increase student performance for all students and each subgroup by 5 points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard **Baseline**	Data is reported on the California Dashboard in terms of "Distance from Level 3" or minimum proficiency standards. Performance on the CAASPP - Mathematics for each student group is reported below from the 2018-19 school year: All Students - decreased 1.9 points, 20.1 points below Level 3 English Learner - decreased 1.6 points, 49.6 points below Level 3 Low SES - increased 0.1 points, 43.1 points below Level 3 Foster Youth - increased 2.8 points, 62.8 points below Level 3 Students with Disabilities - increased 1.6 points, 110.5 points below Level 3

Expected	Actual
2016 CAASPP Results (as related to Level 3) • 18.7 All Students • 44.7 English Learner • 41.8 Low SES NA Foster Youth • 98.8 SPED	Due to COVID, the CAASPP was not administered in the 2019-2020 school year. There was no CAASPP data reported on the California Dashboard. The last NWEA test administered to all 2nd - 8th graders was in the fall of 2019. At that time, as reported on the Student Growth Summary Report Fall 2019-2020 (Growth Comparative Period Fall 2018 - Fall 2019) the percentile for the Mean Rit scores and percentiles were as follows: Grade 2 Fall 2018 - Mean Rit = 163.7 * 73 Percentile Fall 2019 - Mean Rit = 179 * 75 Percentile Grade 3 Fall 2018 - Mean Rit = 179 * 75 Percentile Fall 2019 - Mean Rit = 192.6 * 76 Percentile Grade 4 Fall 2018 - Mean Rit = 193.3 * 79 Percentile Fall 2019 - Mean Rit = 204 * 75 Percentile Grade 5 Fall 2018 - Mean Rit = 202.8 * 69 Percentile Fall 2019 - Mean Rit = 202.5 * 68 Percentile Grade 6 Fall 2018 - Mean Rit = 213.3 * 72 Percentile Fall 2019 - Mean Rit = 218.3 * 68 Percentile Grade 7 Fall 2018 - Mean Rit = 218.8 * 70 Percentile Fall 2019 - Mean Rit = 226.3* 76 Percentile Grade 8

Expected	Actual
	Fall 2018 - Mean Rit = 225.8 * 74 Percentile Fall 2019 - Mean Rit = 230.8* 73 Percentile
Metric/Indicator Re-designation Rate for English Learners (EL to RFEP) **19-20** 2% of English learners will be re-designated each year **Baseline** 4.3% of English learners were re-designated during the 2016-17 school year	11% of English learners were re-designated in the 2019-20 school year.
Metric/Indicator English Learner Progress **19-20** 75% of English Learners will make progress toward English proficiency **Baseline** CA Dashboard 79.5% of English Learners made progress toward English proficiency (High), an increase of 8.4%	Data is reported on the California Dashboard as determined by student performance on the ELPAC. The ELPAC has 4 levels to report English Language Proficiency. For accountability purposes, the 4 ELPAC levels were divided into 6 ELPI levels to determine whether English learners made progress toward English language proficiency. Number of EL students: 456 53.7% are making progress towards English language proficiency Performance level: Medium Due to COVID, the CAASPP was not administered in the 2019-20 school year. There was not report on the Caifornia Dashboard.
Metric/Indicator English Leaner access to Core Instruction and English Language Development (ELD) **19-20** 100% of students will receive access to Core instruction and ELD **Baseline** 100% of students received access to Core instruction and ELD	100% of students received access to Core instruction and instruction in English Language Development (ELD)
Metric/Indicator % of Highly Qualified Teachers that are Appropriately Assigned	For the 2019-20 school year, all teachers are properly assigned with seven teachers utilizing emergency credentials allowing them

Expected	Actual
19-20 100% of Orcutt Union School District teachers will be highly qualified and appropriately assigned **Baseline** 2016-17 97.19% (208/214) of teachers are highly qualified and appropriately assigned	to teach in an area of need. Two teachers are on a STSP in the elementary setting (Olga Reed and Patterson); four are on a University Intern Credential, two teaching PE at the elementary level (Dunlap and Joe Nightingale); and two teachers in special ed (Dunlap and Olga Reed/Charter K-8). The percent of teachers that were appropriately assigned is 96%. (176 total teachers, 7 of whom are not appropriately assigned according to the California Commission on Teacher Credentialing because they are on emergency credentials) For the 2020-21 school year, all teachers are properly assigned. Ninety-nine percent are appropriately assigned. (196 total teachers, three of whom are not appropriately assigned according to the California Commission on Teacher Credentialing because they are on emergency credentials.)
Metric/Indicator % of schools meeting all FIT requirements **19-20** 100% of Orcutt Union School District schools will meet FIT requirements **Baseline** 2016-17 100% of schools met FIT requirements	All schools met FIT requirements for the 2019-20 school year with at least on overall "good" rating with the exception of the campus that houses Olga Reed/OAK-8. While the school was found to be in the "good" range for systems, cleanliness, electrical, safety, structural, and external analysis, it fell into the "fair" rating for restrooms/fountains and "poor" for interior surfaces. This campus, along with several of our other campuses, are currently experiencing upgrades using Measure G funds. All schools met FIT requirements for the 2020-21 school year.
Metric/Indicator % of students with access to instructional materials **19-20** 100% of Orcutt Union School District students will have access to standards aligned materials **Baseline**	For the 2019-20 school year, 100% of students had access to standards aligned instructional materials. for the 2020-21 school year, 100% of students had access to standards aligned instructional materials, including technology devices for distance learning.

Expected	Actual
2016-17 100% of students had access to OUSD adopted materials that are standards aligned	
Metric/Indicator 100% of students with access to required course of study **19-20** 100% of Orcutt Union School District students will have access to required course of study **Baseline** 2016-17 100% of students had access to required course of study	For the 2019-20 school year, 100% of students had access to the required course of study. For the 2020-21 school year, 100% of students had access to the required course of study.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All teachers will be supported in implementing and teaching the new California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSA). The TOSAs will support school sites with the implementation of RTI, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2. TOSAs will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English learners, foster youth, low-income students.	budget increased to align with estimated actuals from 2018-19 and realignment of services for 2019-20 Certificated Salary/ Benefits Supplemental $306,623 budget decreased to align with realignment of services for 2019-20 Certificated Salary/ Benefits Title II $0 budget included in LCAP for transparency purposes and to reflect realignment of services for 2019-20 Certificated Salary/ Benefits Title I $265,261	Certificated Salary/ Benefits Supplemental $252,000 Certificated Salary/ Benefits Title II $0 Certificated Salary/ Benefits Title I $314,010
Standards-based materials will be available to all students. Science materials will be evaluated and possibly piloted/purchased	Materials/Supplies Base $1,000,000	Materials/Supplies Base $32,400
Universal screening, formative assessments and Multi-Tiered System of Support (MTSS) progress monitoring assessments will be administered	Increased to match unaudited actuals for 2018-19 Certificated	Certificated Salary/ Benefits Supplemental $66,156

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
to students to identify areas of need, effectiveness of program, and monitor student progress. Data will be analyzed specific to English learners, foster youth, and low-income students, to determine if instructional strategies are effective, use in placement for intervention/enrichment groups, and to monitor student progress. Data will also be utilized to communicate information on student progress with parents and students. (NWEA/DIBELS)	Salary/ Benefits Supplemental $60,000 Decreased to match estimated expenses for 2018-19 Professional/ Consulting Services Supplemental $57,000	Professional/ Consulting Services Supplemental 56,353
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.	Certificated Salary/ Benefits Supplemental $95,481	Certificated Salary/ Benefits Supplemental 95,481
The MTSS task force will continue to develop and refine an implementation plan for Multi-Tiered Systems of Support including clearly identified tiers for intervention, targeted intervention, assessment, and data-driven decision making	Expenditure funding source changed due to MTSS SUMS Initiative funding. Res. 9550 Certificated Salary/ Benefits Other $4,000 Expenditure funding source changed due to MTSS SUMS Initiative funding Res. 9550 Travel/Conference Other $1,000	MTSS Grant Funds Certificated Salary/ Benefits Other $263 MTSS Grant Funds Travel/Conference Other $1904 MTSS Grant Funds Materials/Supplies Other $4815 MTSS Grant Funds Professional/ Consulting Services Other $6124
Identified students will receive targeted support through on-site interventions provided by the classroom teacher and the grade level team (Tier 1 and 2) TOSAs will provide support for identification of and training in effective, research-based interventions for at risk youth (English learners, foster youth, low-income)	Certificated Salary/ Benefits Supplemental $316,000 Moved to Certificated Salary/Benefits Non-Capitalized Equipment Supplemental $0 Decreased to match unaudited actuals for 2018-19 Classified	Certificated Salary/ Benefits Supplemental $180,000 Non-Capitalized Equipment Supplemental $36,784 Classified Salaries/ Benefits Supplemental $11,855

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Salaries/ Benefits Supplemental $10,000	
A variety of online learning programs will be utilized for targeted instruction, especially for English learners, foster youth, and low-income pupils based on their individual achievement data. Programs will be used to double and triple-dose students in need of additional instruction and practice and also provide instruction during non-school hours and during breaks in school.	Professional/ Consulting Services Supplemental $50,000	Professional/ Consulting Services Supplemental $40,350
Provide designated and integrated ELD in the regular classroom setting for grades K-6 utilizing the district adopted curriculum. Students in grades 7-8 will receive designated and integrated ELD in their regular classroom settings utilizing push-in support as needed. Provide translation support and access to community/school/district resources through bilingual community liaisons and bilingual staff. Monitor student data and instructional practices. Provide support to classroom teachers through designated ELA/ELD TOSAs to coach teachers for integrated ELD and provide resources and support to classroom teachers for Newcomer and LTEL students.	ELD TOSA partially funded through Title III; remainder of salary included under TOSA above Certificated Salary/ Benefits Supplemental $0 budget increased to align with estimated actuals from 2018-19 Classified Salaries/ Benefits Supplemental $175,000 add ELD TOSAs (90%) Certificated Salary/ Benefits Title III $118,968 budget decreased to align with estimated actuals from 2017-18 Professional/ Consulting Services Title III $0	Certificated Salary/ Benefits Supplemental $0 2000-2999: Classified Personnel Salaries Supplemental $155,116 1000-1999: Certificated Personnel Salaries Title III $103,449 Professional/ Consulting Services Title III $0
Small Group and Individual Tutoring will be made available for at-risk foster and homeless youth. Scholarships to participate in enrichment activities will be made available to foster and homeless youth.	Increase in funds to expand opportunities available for tutoring and enrichment for foster youth Certificated Salary/ Benefits Supplemental $10,000	Certificated Salary/ Benefits Supplemental $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

As our schools shut down due to COVID 19, we were always hopeful that we would open very soon. We used COVID Relief dollars as available to provide technology, communication access, curriculum support, PPE, etc. We used Title II for teacher professional development. We used cafeteria funds to provide food for families.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The transition to distance learning in March of 2020, while daunting, was a success. Technology devices were issued to any students who needed a device. In the fall of 2020, all students were issued district devices. Hotspots were issued to households where internet access was needed. In March of 2020. Classroom books and materials (i.e., pencils, paper, markers, whiteboards, etc.) were disseminated at the beginning of the school year and again as needed. All students had access to technology, curriculum, and learning materials.

Ninety minutes of Professional Learning Community (PLC) time was scheduled for each grade level (as well as for special education staff) on Mondays. This time was the same for each grade level across the district so that cross site grade level teams could easily meet to increase collaboration opportunities.

TOSAs provided professional development to assist teachers in providing instruction via distance learning in March of 2020. Large group, small group and individual instruction and assistance was provided to teachers and staff as necessary. In August of 2020, prior to the first day of school, a professional development day for instruction in technology, district curriculum online program features, and online support programs was provided for teachers and staff. Over 60 sessions were provided, including time for Simple K12, where teachers and staff could choose their own topics for professional development. A professional development hour was scheduled into every teacher's week (Mondays from. 1:00 - 2:00) through the 2020-2021 school year. Each Monday, TOSAs offered specific PD opportunities related to online curriculum, student engagement practices, technology programs, enrichment opportunities, collaboration, and more. TOSAs were also always available as needed for individual support. TOSAs also provided a "TOSA Tips" online newsletter each week with resources and ideas for providing curriculum in a distance learning environment.

Tina Pelletier, K-8 reading consultant, provided professional development to principals in the Acceleration of Learning during the summer of 2020. She was also available to principals, TOSAs, and grade level groups for consultation and support. Michele Douglass, K-6 math consultant, presented professional development sessions regarding best practices in teaching math in distance learning to grade level groups twice during the school year. She also presented demonstration lessons in teachers' classrooms six** days during the school year.

Due to budget cuts during COVID, the number of TOSAs was reduced in the 2020-21 school year from six to four. While reducing the number of TOSAs was a challenge, they worked incredibly hard to provide support to teachers. They not only provided weekly professional development, they were always available for collaboration, observation, support, and 1-1 conversation.

A great success was the implementation of SIPPS reading intervention to students in kindergarten - sixth grade according to our MTSS plan. Intervention (hourly support) teachers were assigned to each elementary school site. Principals and TOSAs, along with intervention teachers, monitored student progress and moved students in and out of intervention classes. All intervention was conducted via distance learning. Over 400 students were served in the SIPPS reading intervention program. Foster, homeless, and socioeconomic students were considered first for intervention and their progress was closely monitored.

Professional development in Project CRISS was given to junior high English and Social Studies teachers as well as special education teachers in order to support struggling readers.

While K-6 teachers piloted and chose McGraw Hill Inspire as the Sciecne Curriculum, due to budget cuts, a this science curriculum was not purchased for the 2020-21 school year. Studies Weekly Science was provided for science curriculum. McGraw Hill Inspire was purchased for the 2021-22 school year. Teacher training for McGraw Hill Inspire occurred prior to the end of the 2020-21 school year. During the 2020-21 school year, teachers piloted and chose Amplify Science as the preferred science curriculum. This was purchased for the 2021-22 school year. Training took place before the end of the 2020-21 school year.

One TOSA was designated as a TOSA for support of English Learners. Imagine Learning was purchased and provided for all English Learners for additional support with CARES funds. The TOSA provided professional development for teachers and incentives for student participation in the program. One challenge noted was to make sure that our English Learners regularly accessed Imagine Learning. While teachers worked to monitor progress, bilingual liaisons also worked with students and parents as needed to access the program. Designated and integrated support for English Learners was provided by classroom teachers.

Multiple supplemental programs were provided for students needing additional intervetion including Zearn Math and IXL Math with CARES funds. Foster, homeless, and socioeconomic students progress were closely monitored and intervention was administered as necessary. Reading Plus was implemented at Lakeview Junior High, a Title I junior high, for all students as necessary, and specifically for foster, homeless and socioeconomic students as needed.

Individual tutoring was administered to foster and homeless students as needed. Small group cohorts (not exceeding 16 people-teachers + students - total) were created for students in Special Day Classes. In addition, small group cohorts were formed at all schools for students who had been unsuccessful in distance learning. Student engagement as well as academic success was analized for choosing students. Foster and homeless students were chosen first for participation in small group cohorts. Additional cohort classes were added to schools as necessary. Students in small group cohort classes have progress through Tiers 1 and 2 of our Student Engagement flowchart.

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Completion of technology integration academy (Digital Media, iPad, Chromebook) **19-20** The number of teachers successfully completing training in the use of technology in their classrooms will increase by 30. **Baseline** 2014-15 18% of District Teachers (30/164) 2015-16 22% of District Teachers (44/200) 2016-17 20% of District Teachers (43/212)	For the 2018-19 school year, the number of teachers that participated in a technology integration academy is as follows: Digital Media Academy - 4 iPad Academy - 11 Chromebook Academy - 9 The District also offered a STEAM Academy which has 22 teachers currently enrolled. 140 teachers have participated in academies since the 2014-15 school year, two of those teachers are now administrators and 28 have retired or left the district. The total percent of current teachers that have participated in an academy over the past four years is 53% (134/250) For the 2019-20 school year, the number of teachers who participated in a technology integration academy was as follows; Digital Media Academy - 10 iPad/Chromebook Academy - 15 STEAM Academy - 22 (continuing teachers)

Expected	Actual
Metric/Indicator Student:Computer Ratio **19-20** The Student-Computer Ratio will be maintained/increased each year toward 1:1. **Baseline** 2016-17 1:2 Districtwide (0.8 to 2:0 by site)	When asked through the data confirmation process at the beginning of the school year, 94.5% of students reported having internet access, and 93% reported access to a device in the home. As a result of the COVID-19 school closures, additional requests for access and devices were received. This is due in part to device and access needs for distance learning. As a result, over 1700 devices were checked out and over 80 households assisted with regards to internet access (requested a hotspot). For the Device-Student Ratio, the following information was collected by school site for the 2018-19 school year. During school closure, every student received a device if they did not have one to use at home. Hotspots were given to families who needed support for access to the Internet.

School	# Devices	Enrollment	Student Per Device
Alice Shaw Elementary	796	567	1.4
Orcutt Academy IS	65	58	1.1
Joe Nightingale Elementary	765	750	1.0
Lakeview Junior High	764	490	1.6
Olga Reed School	271	202	1.3
Orcutt Academy High	703	595	1.2
Orcutt Academy K-8	190	136	1.4
Orcutt Junior High	647	516	1.3
Patterson Road Elementary	731	638	1.1
Pine Grove Elementary	523	538	1.0
Ralph Dunlap Elementary	599	581	1.0
Total	6054	5071	1.2

Expected	Actual
Metric/Indicator SAMR Rating **19-20**	Due to COVID-19 school closures, data was not able to be collected for the 2019-2020 school year.

Expected	Actual
Using the SAMR model during classroom walkthroughs, a decrease of 5% of classrooms not utilizing and/or using the Substitution model will be observed each year. Evidence of the transformational use of technology in classrooms will increase by 5% each year. **Baseline** 2016-17 1.20% Redefinition 19.28% Modification 20.72% Augmentation 21.69% Substitution 27.11% Not using technology 50.91% of classrooms were using technology with a connection to the lesson as measured by classroom walkthrough	COVID-19 school closure did provide a wonderful opportunity for teachers and staff members to increase their knowledge and use of technology with students. It was essential in distance learning. Evidence of the transformational use of technology during the 2020-21 during distance learning is as follows: 1.37% Redefinition 10.96% Modification 53.42% Augmentation 15.07% Substitution 19.18% Not using technology 52.06% of classrooms were using technology with a connection to the lesson as measured by virtual classroom walkthroughs.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increased opportunities to incorporate 21st Century Learning Skills as an integral part of high quality instruction and to increase student engagement (Critical Thinking, Collaboration, Creativity, Communication)	$0	$0
Increased access to technology for English learners, foster youth, and low-income students in the classroom, before and after school, (staffed computer labs) and in the home through devices available for eligible (unduplicated) student check out and use outside of the school day.	Certificated Salary/ Benefits Supplemental $35,500 Non-Capitalized Equipment Supplemental $11,208.62 Classified staff support may be utilized at Olga Reed School as	Certificated Salary/ Benefits Supplemental 19,066 Non-Capitalized Equipment Supplemental $0 Classified Salaries/ Benefits Supplemental 4500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	part of the ASES program. Classified Salaries/ Benefits Supplemental $4,500	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

As our schools shut down due to COVID 19, we were always hopeful that we would open very soon. We used COVID Relief dollars as available to provide technology, communication access, curriculum support, PPE, etc. We used Title II for teacher professional development. We used cafeteria funds to provide food for families.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

School shutdown and the implementation of distance learning provided the opportunity for all teachers to increase and improve their use of technology in the classroom. Professional development in the use of technology, including the SAMR model (Substitution, Augmentation, Modification, Redefinition) and strategies to promote creativity, critical thinking, collaboration, and communication was implemented formally in March of 2020 as well as August of 2020. Beyond that, weekly professional development was offered on Mondays. TOSAs also created a "TOSA Tips" online newsletter each week with suggestions and ideas for implementation of curriculum in the distance learning environment. With support of TOSAs, teachers became able to implement collaboration and communication features such as Breakout Rooms and Chats in Zoom.

Among the successes were the opportunities for students and staff to utilize technology in more real-world applications which offered opportunities for creativitiy and critical thinking. Videos were created to give safety instructions to families. Online "Morning Messages" in video format were shared to connect students. Students created videos to show their knowledge of standards. Students used program such as Scratch Junior and Google Presentation (along with other Google Drive programs) to go beyond paper/pencil espression. Student Councils and PTAs also used platforms such as Padlet to connect students in sharing activities such as school spirit days.

Foster and homeless students were provided individual tutoring as needed to assist with technology and provide academic support.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
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) **19-20** Self-reported scores will increase in at least 4/5 category each year **Baseline** Self Rating Score as recorded by each grade level team/school site in the spring, 2017:	Time was built into the school day for all teachers to meet twice weekly. A 90 minute block was dedicated to Tier 1 instruction (essential learning targets, student achievement data, teacher observations, best practices in instruction, etc.) while students participated in PE, Music, and Art instruction at elementary school sties. A second 60 minute block was dedicated to Tier 2 instruction at elementary school sites, targeted instruction, and intervention for low-achieving students. At junior high school sites, weekly PLC meetings were held before school (late start for students) which centered around effective instruction, student data, and results from common formative and benchmark assessments. Due to COVID-19 school closures, self-assessment data was not able to be collected for the 2019-2020 school year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide opportunities for restructuring instructional time during the day including weekly Professional Learning Community meeting time with coordinated support	(Banking Minutes) budget increased to align with estimated actuals from 2017-18 and include statutory benefits Certificated Salary/ Benefits Supplemental $623,150	Certificated Salary/ Benefits Supplemental $623,150
Investigate alternatives for creative learning environments, including furniture, technology, the physical space, and tools to improve student engagement and learning	$0	$0
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	Certificated Salary/ Benefits Title II $5,000	Certificated Salary/ Benefits Title II 14,912

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Ninety minutes of Professional Learning Community time was built into teachers' schedules each Monday. These PLC times were the same across the district so that teachers could collaborate with site as well as district grade level teams. Special education teachers also were given an assigned time to meet to conduct PLC meetings. TOSAs were available during PLC times for support and direction.

Teachers required support in technology and implementation of curriculum in the distance learning setting. Due to the distance learning needs, it was a challenge to provide additional professioanl development in the areas of Problem-Based Learning, Document-Based Questioning, Blended Learning, Literature Circles, Center-Based Learning. Teachers who had attended our STEAM academy were more able to implement these types of lessons. Several of our media specialists presented Makers Space and Problem-Based

activity challenges to students. Some invited students to share the outcome of their projects on a Padlet for all to see. Our Project CRISS professional development for junior high English and Social Studies teachers was a success in this area. This program focuses on comprehension and structures it in templates that include opportunities for students to use higher level thinking skills as they question, critically analyze, and collaborate around a piece of text - fiction or nonfiction.

Student daily schedules were built to incorporate opportunities for large, small and individual instruction as well as to be easily transferred from distance to blended schedules. Mondays were made up of a Social Emotional lesson for students, a designated instruction session for English Learners as well as Professional Learning Community (PLC) time for teachers. Teachers could also provide small group and individual support for students on Mondays. At the elementary schools, students were divided into Cohorts A & B. Students in Cohort A met with their teachers for longer periods of time on Tuesdays and Thursdays. They met with teachers for shorter periods of time on Wednesdays and Fridays. The opposite was the schedule for Cohort B students. At the large junior high schools, Core classes (English, Math, Science, Social Studies) were scheduled for Cohort groups Tuesdays and Thursdays or Wednesdays and Fridays. Electives were presented Mondays and opposite Cohort days. All students received Daily Live Interaction.

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance Rate **19-20** Increase attendance rate to 96% for "All" students and each subgroup **Baseline** 2015-16 95.98%	The district-wide attendance rate for the 2018-19 school year was 95.33%, a change of -0.45% from the 2017-18 rate of 95.78%. The district-wide average monthly attendance rate for the 2019-2020 year (until distance learning began in March of 2020) was 95.81%. Student "engagement" for the 2020-21 school year (through February until schools began to reopen) was 97%
Metric/Indicator Suspension/Expulsion Rate **19-20** Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup. **Baseline** 2014-15 2.4% Suspension Rate 5.0% African American 2.5% American Indian/Alaska Native 1.7% Asian 2.2% Hispanic/Latino	The Suspension Rate for the 2018-19 school year was 4% for "All" students, an increase of 1.1%. Student group suspension information as reported by the California Dashboard is: 4% All Students 3% African American 2.9% American Indian 0% Asian 4.1% Hispanic 4.1% White

Expected	Actual
2.3% White 3.6% Two or more races 1.5% English Learners 3.5% Socioeconomically Disadvantaged 25.0% Foster Youth 2.2% Homeless Youth N/A Special Education 2014-15 0.1% Expulsion	4.3% Two or More Races 2.8% English learners 5.4% Socioeconomically Disadvantaged 24.3% Foster Youth 4.8% Homeless 7.3% Students with Disabilities 2018-19 Expulsion Rate 0% The Suspension Rate for the 2019-20 school year (until distance learning began in March of 2020) was 3.1% for "All" students. This cannot be compared to previous years because of the difference in the number of school days. Student group suspension information as reported by the California Dashboard is: 3.1% All Students 4%. African American 0%. American Indian 0% Asian 0% Filipino 2.9% Hispanic 3.7% White 4% Two or More Races 3% English Learners 3.3% Socioeconomically Disadvantaged 17% Foster Youth 4.5% Homeless 4.7% Students with Disabilities
Metric/Indicator Parent Survey **19-20**	Due to COVID-19 school closures, data was not able to be collected for the 2019-2020 school year. Results of a parent survey in March 2021 showed:

Expected	Actual
Increase % of parents reporting communication they received from their child's school was Good/Excellent will increase by 2% each year **Baseline** 2017 School Communication Level 40% Excellent 44% Good 14% Fair 3% Poor	school Communication Level: 33% Excellent 48%. Good 16% Fair 3%. Poor
Metric/Indicator Middle School Dropout Rate **19-20** Maintain current middle school dropout rate of 0% **Baseline** 0	The most recent data available for middle school drop out rate (2016-17) as reported by the California Department of Education on DataQuest) reported no dropouts in the district for grades 7-8 (0%)
Metric/Indicator % schools implementing PBIS **19-20** By June 30, 2020 all school sites will have completed Year 1 of PBIS implementation, 7 schools will have completed Year 2, and 4 schools will have completed Year 3. **Baseline** 0	All schools in the district have implemented PBIS. Due to COVID-19, implementation of PBIS as presented was paused.
Metric/Indicator % students scoring in Healthy Fitness Zone (HFZ) on Physical Fitness Test **19-20** By June 30, 2020, the percent of students scoring in the Healthy Fitness Zone (HFZ) will increase by 2% for all areas below 80%	Due to COVID-19 school closures, data was not able to be collected for the 2019-2020 school year. Due to COVID-19 school closures, data was not able to be collected for the 2020-2021 school year.

Expected	Actual
Baseline 2015-16 Grade 5 88.4% Abdominal Strength 89.6% Trunk Extension Strength 76.1% Upper Body Strength 65% Aerobic Capacity 59% Body Composition 43.8% Flexibility Grade 7 82.9% Abdominal Strength 73.0% Trunk Extension Strength 57.8% Upper Body Strength 67.3% Aerobic Capacity 61.2% Body Composition 64.7% Flexibility	
Metric/Indicator Chronic Absenteeism Rate **19-20** Decrease Chronic Absenteeism by 2% for "All" students and each subgroup **Baseline** 2016-17 7.68% "All" Students 0.5% English Learner 5.0% Low Income 0.2% Foster Youth	According to the California Dashboard, 9.5% of students were chronically absent in 2018-19, an increase of 1.1% from the prior year. Student Group data for Chronic Absenteeism is reported below: 9.5% All Students 6.5% English Learner 13.5% Low income 22.2% Foster Youth Due to COVID-19 school closures, data was not available on the California Dashboard for the 2019-2020 school year. The following information is from our Student Information System. This shows the percent of student with chronic absenteeism prior to school closure: 9.29% "All" Students 5.82% - English Learner

Expected	Actual
	12.70% - Low Income 24.24% - Foster Youth

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide opportunities within the visual and performing arts (VAPA) for all students Implement weekly classroom music instruction for students in grades TK-6 to provide additional time for professional development, professional learning communities, and teacher collaboration, especially focused on meeting the needs of English learners, foster youth, and low-income students in grades TK-6	budget decreased to align with estimated actuals from 2017-18 Certificated Salary/ Benefits Supplemental $223,510 Materials/Supplies Supplemental $5,000	Certificated Salary/ Benefits Supplemental 240,242 Materials/Supplies Supplemental 1,130
Continue counseling services at all District schools with credentialed counselors hired directly by the District. Priority for services to target the needs of English learners, foster youth, and low-income students As identified through the Differentiated Assistance Process, counseling support will be enlisted for students needing targeted or strategic support	Certificated Salary/ Benefits Supplemental $330,282	Certificated Salary/ Benefits Supplemental 334,010
Implement PBIS for Cohort 2 (Orcutt Junior High School, Pine Grove School, Ralph Dunlap School, Olga Reed) (Year 2) Support and continue implementation for Cohort 1 (Lakeview Junior High School, Joe Nightingale School, Patterson Road School, Alice Shaw School) (Year 3) As identified through the Differentiated Assistance Process, school-wide behavioral expectations will be identified through the PBIS	Professional/ Consulting Services Supplemental $40,000 Budget increased to match 2018-19 estimated actuals Certificated Salary/ Benefits Supplemental $25,000 Budget decreased as signage has been purchased 4000-4999: Books And Supplies Supplemental $2,000	Professional/ Consulting Services Supplemental $30,840 Certificated Salary/ Benefits Supplemental $13,455 4000-4999: Books And Supplies Supplemental $1,289

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
implementation process and those expectations will be taught to students at all school sites	Budget increased to match need for staff to attend required and recommended training Travel/Conference Supplemental $12,000	Travel/Conference Supplemental $13,921
Improve the attendance rate and decrease chronic absenteeism for English learners, foster youth, and low-income students through the School Attendance Review Board process and through the use of Check, Connect, Respect program	Increased to reflect cost increase in contracted services Professional/ Consulting Services Supplemental $55,000	Professional/ Consulting Services Supplemental $43,520
Provide additional time for targeted instruction and Professional Learning Communities, especially for English learners, foster youth, homeless youth, and low-income students, through the implementation of bi-weekly physical education instruction with credentialed physical education teachers in grades TK-6. Class sizes larger then 50 students will receive support from a PE Classified Instructional Assistant.

Provide materials/equipment for physical education to support equal access to PE standards and program | Certificated Salary/ Benefits Supplemental $438,043

Decreased to match unaudited actuals for 2018-19 Classified Salaries/ Benefits Supplemental $5,000

Materials/Supplies Supplemental $5,000

Non-Capitalized Equipment Supplemental $10,000 | Certificated Salary/ Benefits Supplemental $458,514

Classified Salaries/ Benefits Supplemental 0

Materials/Supplies Supplemental $776

Non-Capitalized Equipment Supplemental $0 |
| Increase support services and resources for English Learners, foster youth, and low-income students through a designated coordinator | Certificated Salary/ Benefits Supplemental $116,596 | Certificated Salary/ Benefits Supplemental $110,860 |
| Implement a 21st Century School-Home Communication Platform to facilitate everyday communication, meaningful interaction and encourage participation in decision making with stakeholders | budget decreased to align with estimated cost (eliminate ongoing setup fee from year 1) Professional/ Consulting Services Supplemental $18,500 | Professional/ Consulting Services Supplemental $15,173 |
| Provide enrichment opportunities for all students

Implement weekly enrichment instruction for students which could include visual arts, makerspace, STEAM, or other activities encouraging innovation through creativity, critical thinking, collaboration and communication in grades TK-6 to provide additional time for professional development, Professional Learning Communities, and | Decreased to match unaudited actuals for 2018-19 Certificated Salary/ Benefits Supplemental $90,000 | Certificated Salary/ Benefits Supplemental 87,370 |

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
teacher collaboration, especially focused on meeting the needs of English learners, foster youth, and low-income students in grades TK-6		
Students Leading Education (SLED) chapters were started in the 2018-19 school year using one-time carryover funds. This program specifically targets English learners, foster/homeless youth, and low income students, engaging them in the school setting and empowering them to take control of their own education. Students identify issues on their campus they wish to see addressed, formulate a plan, and execute it with the support of the program advisor. This program utilizes a trainer of trainers model with the goal of creating a self-sufficient program within 2-3 years.	Certificated Salary/ Benefits Supplemental $10,000 Professional/ Consulting Services Supplemental $65,000	Certificated Salary/ Benefits Supplemental $5,404 Professional/ Consulting Services Supplemental $63,600

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

As our schools shut down due to COVID 19, we were always hopeful that we would open very soon. We used COVID Relief dollars as available to provide technology, communication access, curriculum support, PPE, etc. We used Title II for teacher professional development. We used cafeteria funds to provide food for families.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Even in distance learning, we are proud to say that students in grades TK-6 received visual and performing arts lessons each week during distance learning. Art lessons were presented via video. Music lessons were presented bi-weekly in live student groups and videos were created for grade level groups to watch that focused on music theory each week through the Music First program. While it was a challenge not to have live instruction, our music teachers did an outstanding job presenting instruction in a distance format. They met with class groups every two weeks. Band and choir remained as electives in our junior high schools. Our junior high choir even presented a holiday singing video to our School Board in December.

Our school counselors played a very significant role in distance learning. Students who experienced social emotional issues were referred to the school counselors. Counselors also assisted families in connecting to distance learning, especially through social emotional challenges. Priority was given to foster/homeless students, English Learners, and socioeconomic students. Counselors were on the School Tier 3 Engagement team (mentioned below). Counselors were always available to present social emotional lessons in distance learning classrooms. Counselors were available for teachers and staff as well to assist with social emotional issues.

Due to COVID-19 and the challenges of student engagement, a three-tiered support system was created to support unengaged students. Tier 1 is the teacher level. Teachers were to contact families and attempt to engage students. If unsuccessful, students were referred to Tier 2 - school level. School principals, leadership teams, office personnel, bilingual liaisons, and conselors worked to engage students. If needed, students were referred to Tier 3 - district level. Additional communication, home visits, etc. were attempted. Students in Tier 3 were also offered in school small group cohort admission. Priority for small group cohort admission was given to homeless/foster youth.

PBIS was put on pause during school closure time. We will resume our implementation when we are back delivering instruction in person.

One of our TOSA's main focus was English Learners. She focused on monitoring designated and integrated support, ELPAC testing, and monitoring Imagine Learning.

Parent Square, contributed greatly to the success of Distance Learning. This program offers an easy platform for teacher/parent, administrator/parent, and district/parent communication. School sites and teachers can even create groups (such as parents of English Learners) for a more focused communication. We also used Parent Square for daily health check ins for staff and students.

Physical Education from certificated PE teachers for K-6 students continued through distance learning. PE teachers presented weekly videos focusing on nutrition, health, and exercise each week. They also meet with student groups each week to share live activities. PE was a regularly scheduled class for students in the junior high schools.

Media Specialists at various schools provided online Maker-Space challenges, STEAM, or other activities encouraging innovation through creativity, critical thinking, collaboration and communication in grades TK-8.

The SLED program was not able to be implemented this year due to school closure. Student Councils and PTA worked to provide school connection activities for all students.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hourly Support Teachers available after parent work hours to provide support for parents/students in understanding assignments and participating in instruction - Parents of foster youth, students experiencing homelessness, English Learners, and low-in come students will be contacted via Parent Square to be sure that they know that these services are available. Any family who is not connected to Parent Square will be contacted personally.	65000	75000	Yes
A district technician from the district technology department will be available during and after school hours to assist in technology needs. - Parents of foster youth and students experiencing homelessness will be contacted personally to be sure that they know that this service is available.	20000	38500	Yes
Hourly Support Teachers to provide reading intervention during the school day. Students who are foster youth, homeless, or low income will be monitored closely to make sure that they are successful in the district/hybrid setting.	410000	10000	Yes
Translation services will be available to families if they need to communicate with a technician and/or an Hourly Support Teacher after school hours.	5000	0	Yes
Teachers on Special Assignment are continuing to identify and provide training in effective, research-based interventions for all students, including at-risk youth in both English Language Arts and Math, including interventions utilizing technology. An emphasis will be placed on reading and math instruction.	400000	437,278	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Consultants in Reading and Math will be providing professional development and support to elementary school teachers, TOSAs and principals to share strategies for delivering a robust and rigorous core curriculum to all students, including at-risk youth in both English Language Arts and Math in distance and blended learning settings.	75000	32,183	Yes
Personal Protective Equipment (PPE) for students and staff	35000	150,000	Yes
Additional hourly support teachers (beyond what is provided during a regular school year) were hired to support students with/with potentional learning loss.	150000	60000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Some of our technology staffing costs were related to the deployment of devices, along with troubleshooting. Consultants were paid out of Title II or the Low Performing Student Block Grant, so while consultant services were used, they were not paid for out of COVID relief funds. Small group cohorts were developed in order to offer more intensive services to our foster youth and homeless students. These cohorts were taught by hourly teachers and are included in the costs, above. Additional small cohorts were paid for out of the Low Performing Student Block Grant funds. In addition to PPE, we also had to purchase box fans and HVAC filters to improve classroom ventilation to improve safety in the classrooms. Costs are included under PPE. We added 3 part time teachers to cover in-person classes at our junior high schools, which is included under hourly support.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Hourly support teachers were available Monday - Thursday evenings. This was very helpful for many families, especially at the secondary level.

Technology support staff was available for any family who needed assistance with technology. If needed, families would meet personally with technology staff to remedy situations. Translation services were provided as necessary through the bilingual liaisons. Actually, our technology team was amazing! Not only did they get devices and hotspots to families who requested technology in March of 2020, they distributed devices to all families in preparation for the 2020-21 school year. They were always available to assist families individually if needed via phone or in person.

TOSAs were invaluable! They provided large group, small group, and individual support as needed for teachers and staff in teaching curriculum in the distance learning setting. TOSAs worked with principals and intervention teachers to identify students in grades K-6 who needed reading intervention. Groups were formed, instruction was given, progress was monitored and students were moved in and out of intervenion groups as needed.

Consultants in reading and math provided professional development and support to k-6 teachers and administrators throughout the school year.

PPE was provided for students and staff.

Additional hourly support teachers were provided to supplement reading intervention to mitigate learning loss in the elementary schools. Our reading intervention program in the distance learning environment was definately one of our successes.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Simple K12 online professional development to provide a professional development resource at any time.	3500	20,098	Yes
Purchase of Seesaw - Learning Managment System for elementary teachers/students. This organizes teachers' asynchronous teaching assignments and student responses for teachers and students.	17000	17280	Yes
Purchase of chromebooks for home/school use for 1-1 access for students in grades 3-8 to assure equity and access for all students with particular attention to English learners, Students with Disabilities, students experiencing homelessness, and foster youth. Cases/sleeves were also purchased.	495400	1,250,000	Yes
Purchase of hotspots for wifi access for families/staff who do not have wifi access to assure equity and access for all students.	39565	55,000	Yes
Teachers/TOSAs were paid for summer work to align Priorty Standards and to pace the curriculum so that we can be assured a year's curriculum is delivered in distance/hybrid settings as similarly as possible to a regular school setting to assure equity and access for all students with particular attention to English learners, students with disabilities, students experiencing homelessness, and foster youth.	10000	2000	Yes
District licenses for Zoom and Screencastify were purchased to enable teachers to have additional tools for online instruction (i.e. breakout rooms in Zoom and screen sharing video production with Screencastify).	32109	32,109	Yes
Purchase of Attainment "School to Home" Companion for students with significant special needs who cannot attend/participate in distance learning.	10000	2206	Yes
Wise Music Licenses were purchased for music teachers to more effectively deliver music instruction in a distance setting.	2336	2,336	Yes
Imagine Learning licenses were purchased for all English Learners to provide additional Designated Support instruction.	46078	46,078	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Studies Weekly Social Studies was purchased for Grade 6 students because of the ease of delivery in an online platform. Studies Weekly Science was purchased K-6 because we were not able to adopt a science curriculum in the 2019-2020 school year.	21564	21,564	Yes
Additional accommodations for students with special needs (i.e., transcription services for students with significant hearing/auditory processing challenges during distance learning)	53000	35,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

We had to purchase televisions for some classrooms that did not have them for the purpose of better facilitating distance learning. Simulcast equipment was purchased primarily for a blended learning program at the junior highs, but also for some elementary teachers. MacBook computers were purchased for some teachers because their old PCs were not working well with the increased demands of distance learning. These costs have been included in the cost of chromebooks, above. We added a program specialist position to our special education department that was partially funded out of COVID relief funds. This person helped to facilitate our distance learning and in person learning programs.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

We had many successes in Continuity of Instruction. With the purchase of Seesaw and acquistion of Google Classroom, all teachers were able to have a learning management system for organization of lessons. The purchase of Zoom licenses allowed transition to an online classroom environment. Much professional development and support delivered by TOSAs and expert teachers was very valuable. The challenges were found with teachers who were not confident in using technology. Much time and support were given to these teachers so that they could be comfortable delivering curriculum online and that all students had equitable access and instruction. TOSAs also delivered much professional development and support for teachers to be able to use the online components. That was a challenge as well since our reading curriculum company needed to upgrade some of their online components. This is a new way of teaching - challenging for all, but we did accomplish success!

The MusicFirst program, an online music instruction program, through Music Wise was purchased to assist our music teachers in delivering instruction. This has been a great success.

Access to Devices and Connectivity was an immediate huge challenge. In March, our technology department offered a technology device to any student who needed one. Hot spots were also distributed as needed. Then when we learned that we would be continuing in distance learning at the beginning of the 2020-2021 school year, our technology department disseminated technology devices to ALL students. Again, hot spots were checked out to families who didn't have Internet access. If students continued to have difficulty connecting to distance learning platforms, calls were made, students came for 1-1 assistance to school sites and/or the technology department, and home visits were even made. The technology department continued to have evening phone in support throughout the school year.

Pupil Participation and Progress was monitored closely throught the year. Foster, homeless, EL, and socioeconomic students were monitored extremely closely. Three tiers of engegement support were created. The first tier was the teacher level. If students were not engaging in distance learning and/or progress was not being made, teachers were to make at least three contacts. If improvement was not seen, the student was referred to Tier 2, the site level. Lead by the principal, the leadership team, counselor, and/or office staff would attempt to make contact. Several home visits were made at this level. Letters were also sent. If students continued to be not engaged and/or academic progress was not seen, the student was referred to Tier 3, the district level. Again, attempts to contact the parents were made. Additional home visits were made. Letters were sent. Small group cohorts were also developed where students would come to school for 3-4 hours four days a week at the TK-6 schools (full day two days a week at the junior highs) and get assistance connecting to their Zoom class and help with organizing and completing classwork. Reading intervention times were rescheduled to be presented in small group cohort time as needed to engage students in some situations.

We have done done much Distance Learning Professional Development was provided to teachers and staff. In March of 2020 when schools closed, TOSAs and teacher experts presented a week of Zoom trainings for Seesaw, Zoom, Google Classroom, online curriculum and more. Professional Development continued throughout the school year in large scheduled events, small group, and individual as needed. TOSAs and teachers spent many evening and weekend hours together making sure teachers were comfortable and successful teaching in the distance learning format. Then in the summer of 2020, grade level groups in K-8 met with TOSAs and created Accelerated guides for math and reading/English academic areas. They set pacing calendars with "must do" curriculum outlined along with assessment suggestions. These were very helpful as teachers navigated curriculum through the school year in distance learning. Then in August, we presented a day of Professional Development with over 60 sessions from which teachers could choose. Teacher experts, TOSAs, and trainers from curriculum companies presented sessions. Simple K12 was also available. (This is an online training site that offers thousands of in-the-moment training opportunities.) Each week during the 2020-2021 school year, TOSAs created and shared a TOSA Tips email that shared ideas and answered questions. Opportunities for professional development were offered every Monday from 1:00 - 2:00. TOSAs were also available as needed for individual support. Our reading and math consultants (Tina Pelletier and Michele Douglass) also presented information through the school year. And then in June, we had one more formal professional development day. This day was curriculum oriented to already plan for the transition to the 2021-2022 school year. Sessions included training on our new K-6 and 7/8 science adoptions, Project CRISS (a middle school reading intervention), and College Prepatory Math (our middle school math curriculum).

Imagine learning licenses were purchased and utilized for our English Learners. Our EL TOSA worked to provide easy access to this program through our Clever portal so that students could access this just as they accessed all their curriculum. She also worked with teachers and community liaisons to assist students in accessing the program as needed.

K-6 teachers were very grateful for the purchase of Studies Weekly Science. Since they were already using Studies Weekly Social Studies, this was an easy implementation for students. Studies Weekly Science was put into place until we are able to adopt our science curriculum. (This will happen next school year.)

Staff roles and responsibilities have changed this year. Noon duty staff is helping disseminate lunches. Office staff, counselors, and administrators are becoming experts in technology by helping so many students get online! District office staff are working directly with parents and students who are having difficult being engaged. Our child nutrition department is working many more hours providing breakfast and lunch items. They are disseminating meals as well. Community liaisons are doing much more than translations during distance learning. They are doing home visits and helping students to engage. Our child care staff is also assisting students be engaged in classroom Zooms and independent activities.

During distance learning, as always, our focus goes first to support for Pupils with Unique Needs. When analzying student engagement, these students are monitored first. When analyzing student progress and performance, these students are monitored first. When forming small group cohorts, these students are assigned seats first. Students with Special Needs in Special Day Classes were the first to be in small group cohorts with their own teachers. Bussing was available as needed for Pupils with Unique Needs. The purchase of Attainment "School to Home" was very helpful in insuring more success for our students with special needs. This allowed them much more access to curriculum in the distance learning environment.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Zearn and IXL to assess, accelerate, individualize and supplement math instruction	33580	33580	Yes
Ongoing purchase of Odyssey/Compass Learning to accelerate, individualize and supplement reading and math instruction	29600	29600	Yes
TOSAs provide instructional support and assist with identification of students needing support. TOSAs have focus areas- Reading, Math, ELD.	400000		Yes
TOSAs and teacher teams met in the summer to make plans at each grade level to accelerate learning and make sure priority standards are being taught. Teachers shared information on Professional Development Day so that all teachers are delivering the full curriculum in a year whether in a distance or hybrid setting.	10000	2000	Yes
The Online Formative Program was purchased and is utilzed by several 6th, 7th, and 8th grade teachers to be able to create online assessments which give students immediate feedback.	2935	2935	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There are not any substantial differences in budgeted funds and actual expendatures. TOSAs *********************

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The purchase of Zearn and IXL was welcomed by teachers. These programs allowed teachers to individualize and accelerate math instruction for students. The challenge was that some teachers felt a bit overwhelmed with an additional program to administer. Once they had support and saw the benefits, they felt more confident using a supplemental program. Training was available from the companies as well as from teacher experts and TOSAs. Several teachers and students utilized Odyssey/Compass Learning. The challenge with this program is that we were used to our NWEA assessment results providing leveling for students within

Odyssey/Compass Learning. Zearn has been so successful for teachers who are doing the full implementation that we are considering utilizing it more formally as guidance for our district math intervention program next year.

TOSAs and principals worked with reading intervention teachers to see that our struggling students received support in reading in the elementary grades. Focus was first given to foster, homeless, EL and socioeconomic students. Progress was monitored weekly. Groups were fluid - as students met benchmark goals, they were removed from intervention. As additional students needed intervention, they were added to groups. Our reading intervention program was very successful. The challenge was for some students to add another Zoom lesson to their day. Intervention teachers would make personal contact with families. Classroom techers as well as administrators would also work to contact parents of students who were not engaged in intervention sessions. When we opened our Small Group Cohort classes at each school, we were able to customize intervention times to match when students were on campus. This was very helpful! In fact, we found our small group cohorts so successful that we opened additional cohort at every school - with some schools having more than one cohort group!

TOSAs also provided regular professional development and support with Tier 1 instruction. Each week, TOSAs put out a "TOSA Tips" newsletter which gave suggestions, ideas, and answers to frequently asked questions. Also, professional development on Tier 1 instruction as well as technology use was offered each Monday from 1:00 - 2:00. Topics ranged across all grade levels. TOSAs were also availble to present and/or assist teachers in their weekly PLC meeting and/or individually as needed. Teachers welcomed the availability of support.

Teachers found the acceleration/pacing guides that were created in the summer of 2020 very helpful to make sure that they were covering essential concenpts through the year. These documents were utilized at site and district grade level meetings as references. Newer teachers found them especially helpful.

Math teachers in grades 6-8 found the assessments in their College Prepatory Math (CPM) program a challenge to utilize because this program is intended to be used in group settings - as opposed to a distance learning setting. The Online Formative Program was purchased to accommodate for this need. Assessments could be tailored to students' individualized needs (very helpful for our homeless/foster/socioeconimic students as needed). This program also gave students immediate feedback if they submitted an incorrect response - great for learning! Teachers found this program very helpful, and even used it for other curriculum areas. Junior high science teachers also found this program especially useful.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Right at the school shutdown in March of 2020, supporting mental health and emotional well-being was an immediate challenge that we addressed right away. First, teachers were very stressed that they would have to suddenly adapt to an online learning platform. We immediately created large, small and individual trainings for teachers in the use of online learning management systems. Long hours were spent by teachers and TOSAs getting distance learning up and running. Addressing teachers' anxiety and stress was very important. District and school administrators as well as school counselors provided support and assurance to teachers. Teachers were directed and encouraged to focus on their own emotional well-being. One huge success that emerged was that our school grade level teams became very strong and supportive of all members of the team.Teachers worked together to plan and evaluate student learning. In some cases they even divided the workload to assist each other. It was interesting to note that teachers commented that they got to know and work with teachers in their grade levels across the district more than ever before. In a distance setting many became closer. On Mondays, Professional Learning Committee (PLC) Meetings were scheduled for the same time for grade levels across the district. This allowed for regular and ongoing communication throughout the school year which was found to be a huge support for teachers. Social Emotional Well-Being for staff was also targeted at the beginning of the 2020-2021 school year. Roni Habib was our keynote speaker at our district convocation meeting. He stressed focusing on own own mental health and well-being. Roni Habib was a guest speaker at monthly administrator meetings as well. He also worked with administrators in a Winter Management Retreat. Teachers and staff were also guided to our Simple K12 online on demand professional development site. They offered several stress relief sessions.

And second, supporting student mental health and social emotional well-being was of the utmost importance and a huge challenge. Teachers formally did at least one Social Emotional Lesson/Meeting each week. Teachers were offered a tour of the Sanford Harmony website (https://online.harmonysel.org/) which has many wonderful Social Emotional Learning lessons for Pre-K through 6th grade. We are also working to try the SEE Learning (Social Emotional and Ethical) program as we work to implement it next year. Teachers used these and other resources as necessary for their students. Teachers worked to make personal relationships with each of their students and monitored their social emotional well-being. Students were referred to school counselors as needed for additional support. The social connection between students in class was a focus. Many teachers used Zoom break out rooms, chat features in Zoom and Google classroom, as well as encouragement for students to stay connected. PTA and student councils offered many opportunities for staying connected such as School Dress Up Days and Maker Space Challenges. These were always welcomed.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Pupil and family engagement presented many challenges. Engaging in distance learning was challenging for some families for a variety of reasons (economic, behavior, health, etc). We developed a three tier system of support to address the needs of these families. Tier 1 was the teacher level. Teachers worked very hard to engage students in their distance learning Zoom classes. If

students were not "present," teachers made phone calls and sent parent square messages to work with families to keep students engaged. If Tier 1 interventions were not successful, students were referred to Tier 2, the school level. Site administrators, office staff, counselors, and bilingual liaisons worked to intervene. Phone calls, letters, home visits, invitations to come to school for assistance were among the means used to connect many students at this level. If engagement was not successful at this level, students were referred to Tier 3, the District Level. In this Tier, district aministrators worked to contact families, set plans for engagement, and reunify students with school. Small group cohorts were developed at each school for students who continued to have difficulty staying engaged. Hourly teachers worked with groups of 15 or less students (following health department guidelines). These teachers worked to make sure students connected in their Zoom classes and worked on their independent work. Students in K-6 were at school four days a week for 3-4 hours a day. Students in our large junior high schools attended two six hour days a week to engage in their core classes. Our teachers, administrators, and staff worked very hard and found success engaging many students! And, they never gave up. While many families presented challenges, our teams reached out and supported each and every student in need.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Our child nutrition program provided is one of our biggest successes! Recognizing that many of our families were experiencing economic loss and needed food, our child nutrition program jumped into action. Beginning in March, on the first school closure day (March 16th), opportunities were provided for all families to pick up, at no cost, breakfast and lunch meals in a walk-up or drive through pick up service at strategic school locations for children 18 and under, regardless of which school they attended or if they were on the free/reduced meal program or not. This continued, even through spring break. Then in the 2020-21 school year, beginning of the first day of school, a system of providing breakfast and lunch was developed again. As the state authorized free meals to all students, these were provided beginning September 3, 2020. Beginning on October 9, 2020, multi-meal breakfast and lunch packs, which provided additional food to cover weekends and school holidays were available. Beginning February 2, 2021, supper meals were also available for walk-up or drive through pick up.

Distance Learning schedules were made around lunch pick up times so that no student would miss any class time because of the need to acquire food from a pick-up or drive through location. Our community chipped in too! Companies such as Target, Frito Lay, and Bell's Restaurant in Los Alamos donated food and more for families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	20 canopies were purchased for meal distribution and were utilized for technology, textbook, and supply distribution as well.	3382	30,000	Yes
In-Person Instructional Offerings	Water stations, six foot pipe markers, gloves, hand sanitizer, cleaning solution, masking tape for marking areas, signs and other COVID-19 safety related items.	45000	75,000	Yes
In-Person Instructional Offerings	Child care services for staff	175000	515,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Additional items were purchased for child nutrition, including: freezer rental, additional canopies, tables, totes, carts and bags to aid in food distribution. We could not run our fee-based program for families due to COVID health restructions. We continued to employ child care staff. We provided child care to staff members because we could serve these few children within the COVID health guidelines.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Much was learned in the 2020-21 school year in preparation for development of the 2020-24 LCAP. Of course, first and foremost, health and safety of students and staff will be considered. State and local health guildelines will be implemented and followed. Monitoring and supporting the mental health and social-emotional well-being of of students and families will be essential in the 2021-24 LCAP. We will need to be implementing a consistent, research-based Social Emotional Learning Program. We have already identified the SEE (Social Emotional and Ethical) program as an option. This is a research-based program out of Emory University. We are invisioning that we could continue to need a distance learning option for families. We will know more as the school year gets closer. We want to be able to provide this option if necessary.

We will be closely monitoring student academic skills/learning loss in the 2021-24 LCAP. We will utilize Acadience testing, NWEA, and the PDSA (Plan-Do-Study-Act) procedure for closely monitoring progress. In order to monitor our students who are experiencing homelessness, our foster youth, our low income students, our English Learners, and our students with disabilities, we are planning to implement a data system that targets their attendance and academic performance even more regularly than we have in the past. Principals (with the assistance of TOSAs) will be responsible for analyzing attendance and performance data and presenting it to the district management team on a regular basis.

In the 2020-21 school year, we learned that the extra attention and focus that was given to our reading intervention program allowed for much success. In the 2021-24 LCAP, we are going to maintain this extra focus which includes a TOSA regularly overseeing the data of students in intervention, principals and the school assigned TOSA regularly observing intervention lessons, regular meetings with intervention teachers with their school TOSA, and regular professional development for intervention teachers.

We have also learned that some of the programs we have purchased have contributed very favorably to our educational program. For example, we have found Zearn to be a very good program to assist in providing math intervention to elementary students. Screencastify offers teachers and students another wonderful option for teaching and/or presenting information. I don't think teachers will ever teach again without a learning management system such as Seesaw or Google Classroom.

We are also finding that given opportunities to express what they have learned in different ways can help our students with unique needs. During school closure, teachers needed to become very creative in finding ways to assess student learning. For example, a student might not be able to write an essay (because of lack of support at home), but could provide a video or an infographic to demonstrate learning. We would like to provide professional development in Universal Design for Learning (UDL) for our teachers so that they may be able to provide more options for demonstrating learning for students with unique needs as well as all students.

After experiencing distance learning in the junior high setting, we are finding that we need to develop a more robust reading intervention program at this level. This year our English, Social Studies, and special education teachers are receiving professional development in Project CRISS, We are planning to utilize this program next year within our Tier 1 English classes, and then more intensively in our intervention and special education classes.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

As described in the section above, a system of additional focus on students with unique needs is being formed. Through this continual monitoring of attendance and academic performance will allow administrators and teachers to know right away if these students require additional support. We are planning to use our data system, eduClimber, to assist in this. This program allows for automatic input of our attendance and NWEA data as well as our Acadience Data and CAASPP/ELPAC scores. It will be valuable to have all this information in one source. Again, we plan to get even more consistent at using the PDSA (Plan-Do-Study-Act) procedure with our instruction/evaluation.

Also, prior to school closure, we were implementing the "How Do I Plan and Teach Reading Groups" procedure by Debbie Hunsaker and Tina Pelletier. Due to the challenges of school closure, we were not able to implement this research-based program in it's entirety. When we have students back in person, we will return to making "focus folders" which guide teachers to regularly analyze student data to identify which students are at/above standard and which are below and which need academic intervention. Then when students are identified as below standard, research-based techniques will be implemented. Intervention will be administered as a result of this data analysis as well. Teachers made good attempts to continue this program, but we certainly see that it will be implemented with much more fidelity when students are attending school.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

We found that we needed to purchase more chromebooks for student use outside of school than we had anticpated. We need to purchase new teacher laptops for several teachers. Their older PCs could not handle the demands of distance learning. Several of our teachers needed additional equipment for "simulcasting" (teaching students in person and in distance at the same time). We also purchased more hotspots for internet access than we had planned. We made student access to technology a very high priority so that all students could participate in instruction.

The cost to support our child care program was more than we anticipated. We could not open our fee-based child care program to the public due to COVID health restrictions. We needed to continue to pay for staff. (We were able to offer child care to staff because we could follow COVID health restrictions for these few children.) The fact that other funding sources became available changed which funds we used to purchase some of our planned materials and services.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As we reflect on the 2019 LCAP and the 2020-21 Learning Continuity and Attendance Plan, we know that academic achievement remains a high priority goal. We contiued our focus on reading with intervention in the elementary grades. As we look ahead, we know that we will need to continue this focus and also add focus on reading intervention at the junior high level. We have studied Tier 1 math instruction with our math consultant in the elementary grades. We have set up our MTSS plan. Our next focus will be to implement a research-based math intervention program. Now that we have our MTSS built, implemention in math is the next step. Through our 2021-2024 LCAP, we plan to fund an Executive Director of Educational Services who has elementary AND secondary experience. Our secondary schools could benefit from this guidance.

Analysis of our attendance data shows us that focusing on attendance of our at-risk student groups (English Learners, low-income, homeless, and foster youth) is essential. Our suspension data (prior to school closure) shows us that we also need to focus on our behavior support plan for our at-risk student groups (English Learners, homeless, low-income, and foster youth). We will be working with our junior high staffs to further implement a tiered support for behavior, including restorative practice options. Our continuation of Positive Behavioral Interventions and Supports (PBIS) will be essential in our future LCAP.

Social Emotional well-being is also an area of focus as we look ahead. While social emotional lessons were built in weekly, we see that it will be beneficial to have a consistent focus and guidance for the district as a whole. We are planning to have a group of teachers and administrators analyze and guide our social emotional learning next year.

Continuing the momentum of all that our teachers and staff have done in technology is a high priority going fowarrd. We have purchased much technology for students and staff. There has been much professional development to be able to use this technology for distance learning. Now that schools are opening, we want to continue this momentum and utilize this knowledge of technology for learning and creativity. The SMAR Model (Subsitution, Modification, Augmentation, and Redefinition) will be an important guide.

Our focus on Professional Learning Communities (PLC) has been essential the last few years. During school closure, our teacher teams worked together to help each other to implement distance learning. Now we are looking for these strong teams will be able to renew their focus on all the aspects of a PLC through the next LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources		
	0.00	0.00
	1,000,000.00	32,400.00
	5,000.00	13,106.00
	3,205,393.62	2,960,915.00
	265,261.00	314,010.00
	5,000.00	14,912.00
	118,968.00	103,449.00
	118,968.00	103,449.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	0.00	0.00
	0.00	103,449.00
	0.00	155,116.00
	2,000.00	1,289.00
	3,073,414.00	2,814,893.00
	194,500.00	16,355.00
	1,010,000.00	39,121.00
	21,208.62	36,784.00
	285,500.00	255,960.00
	13,000.00	15,825.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources		
		0.00	0.00
		0.00	103,449.00
		0.00	155,116.00
		2,000.00	1,289.00
		4,000.00	263.00
		2,680,185.00	2,485,708.00
		265,261.00	314,010.00
		5,000.00	14,912.00
		118,968.00	0.00
		194,500.00	16,355.00
		1,000,000.00	32,400.00
		0.00	4,815.00
		10,000.00	1,906.00
		21,208.62	36,784.00
		0.00	6,124.00
		285,500.00	249,836.00
		0.00	0.00
		1,000.00	1,904.00
		12,000.00	13,921.00
		12,000.00	13,921.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,469,333.00	1,357,060.00
Goal 2	51,208.62	23,566.00
Goal 3	628,150.00	638,062.00
Goal 4	1,450,931.00	1,420,104.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,160,000.00	$802,961.00
Distance Learning Program	$730,552.00	$1,483,671.00
Pupil Learning Loss	$476,115.00	$68,115.00
Additional Actions and Plan Requirements	$223,382.00	$620,000.00
All Expenditures in Learning Continuity and Attendance Plan	$2,590,049.00	$2,974,747.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,160,000.00	$802,961.00
Distance Learning Program	$730,552.00	$1,483,671.00
Pupil Learning Loss	$476,115.00	$68,115.00
Additional Actions and Plan Requirements	$223,382.00	$620,000.00
All Expenditures in Learning Continuity and Attendance Plan	$2,590,049.00	$2,974,747.00

2021

Orcutt Union School
District

Janet Bertoldi
Assistant Superintendent
Educational Services

ORCUTT UNION SCHOOL DISTRICT LCAP NEEDS ASSESSMENT SPRING 2021

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

A. Conditions of Learning

Basics (SBE Priority 1)

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

Highly Qualified Teachers

For the 2020-21 school year, all teachers are properly assigned with seven teachers utilizing emergency credentials allowing them to teach in an area of need. One teacher is using an emergency credential, allowing her to teach in an area of need.

The percent of teachers that were appropriately assigned is 99%. (196 total teachers, 3 of whom are not appropriately assigned according to the California Commission on Teacher Credentialing because they are on emergency credentials. One teacher is on an Emergency Intern Credential).

The results of a springtime survey of Orcutt Union School District parents, students, staff, and community members show that a high percentage of stakeholders identify having highly qualified teachers as a "high" priority.

Survey on LCAP Priorities	
Priority: Ensure highly qualified teachers	
Year	*% Identifying as "High" Priority*
2017	88%
2018	97%
2019	99%
2020	95%
2021	96%

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

Conditions of Learning: Instructional Materials

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

Math Adoption

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

Professional development for mathematics continues to be a priority, including a district-wide day with Jo Boaler (Stanford University), CPM courses, and additional math workshops offered by Orcutt TOSAs, teachers, and outside consultants. Our newest consultant, Dr. Michele Douglass, began working with our elementary teachers in the 2019-2020 school year. She continued to support teachers in virtual Zoom meetings through the 2020-2021 school year. She is helping us to provide an accelerated math curriculum in our Expanded Learning Opportunity Grant Summer School. We look forward to her support in the 2021-2022 school year!

English Language Arts Adoption

Materials were approved for adoption by the California State Board of Education in November of 2015. English Language Arts materials were selected for piloting following presentations by publisher representatives. Two programs were selected for piloting in grades K-6, and two programs were selected for piloting in grades 6-8. McGraw Hill Wonders for K-6 and Houghton Mifflin Collections for 7-8 was adopted at the May, 2016 Board Meeting. The total cost of adoption for these materials was $1,320,941. Surveys of Orcutt Union School District stakeholders indicate strong support to ensure student access to instructional materials.

Survey on LCAP Priorities	
Priority: Ensure student access to instructional materials	
Year	*% Identifying as "High" Priority*
2017	80%
2018	90%
2019	90%
2020	93%
2021	94%

As with the mathematics adoption, professional development has been an essential component of a successful adoption of new English Language Arts adoption. Tina Pelletier, our consultant has met with English Language Arts teachers several times to focus on Tier 1 and Tier 2 instruction. Recently, in the summer of 2020, Tina Pelletier met with principals to help them to identify good Tier 1 instruction, with TOSAs to focus on teacher support, and with kindergarten

teachers to help them prepare for full day kindergarten. Throughout the school 2020-2021 school year, the TOSAs have been instrumental in working with intervention teachers to implement Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) in a distance environment in our elementary schools. TOSAs have also offered support to progress monitor students to identify progress and areas of need. Tina Pelletier has met with principals and teachers as requested. We look forward to her continued support in the 2021-2022 school year.

History-Social Science Adoption

At its meeting on November 9, 2017, the California State Board of Education adopted instructional materials programs for history-social science programs. After extensive review, three programs were selected to pilot for grades K-8. After recommendations were made to the Board of Trustees in May 2019, Studies Weekly was adopted for grades K-5 and Teachers' Curriculum Institute's (TCI) History Alive was adopted for grades 6-8 to begin in the 2019-20 school year. Teachers received training at the beginning of the school year and throughout the school year during Professional Development Days and workshops. The total cost of adoption of these materials for the district was $476,500.

Science Adoption

At its meeting on November 8, 2018, the California State Board of Education adopted instructional materials programs for science programs. After extensive review, two programs were selected to pilot for grades K-5, and three programs were selected to pilot for grades 6-8. These programs were piloted through the 2019-2020 school year. McGraw Hill Inspire was chosen by K-6 teachers. Sixth grade teachers also participated in the 6-8 pilot. Seventh and eighth grade teachers were not in agreement on a choice of any of the materials piloted. They chose to continue to pilot during fall of the 2020-2021 school year. Because of anticipated budget cuts, the K-6 adoption recommendation was not brought to the Board of Trustees in the Spring of 2021. Instead, Studies Weekly Science was purchased and implemented during the 2020-2021 school year. Seventh and eighth grade teachers piloted Amplify during the 2020-2021 school year. Meanwhile, McGraw Hill Inspire added a TK curriculum. Our TK teachers reviewed the curriculum and chose to recommend adoption. After recommendations were made to the Board of Trustees in February 2021, McGraw Hill Inspire was adopted for grades TK-6 and Amplify Science was adopted for grades 7 and 8. Teachers received training on the June 7, 2021 Professional Development Day. The total cost of adoption of these materials for the district is approximately $980,000. There will be ongoing costs for science each year because of all the consumable materials.

School Facilities are Maintained and are in Good Repair

Well-maintained facilities that are able to be utilized as they are intended are imperative for learning. While the majority of our school facilities are in good repair, most schools were last modernized in the early 2000's and most of them were built before the 1960's. As such, maintenance and upgrades are an ongoing challenge. Budget reductions resulted in a cut to custodial services which has had an effect on replacement schedules for such items as carpets. During modernization, emphasis was put on educational spaces which has resulted in other areas such as kitchens and other service areas now being in need of modernization. Additionally, many areas that were storage areas were converted into technology areas leaving a need for additional storage at many sites.

Survey on LCAP Priorities	
Priority: Ensure facilities in good repair	
Year	*% Identifying as "High" Priority*
2017	80%
2018	86%
2019	91%
2020	91%
2021	83%

Surveys of Orcutt Union School District stakeholders indicate strong support to ensure quality facilities for students. (It is interesting to note that that the percentage of those identifying facilities in good repair was lower during school closure than in the past two years.)

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

The District has completed Facilities Master Plan which identified areas of need and allow for prioritization of projects and improvements as resources become available. The District also successfully passed a bond measure in 2016 which continues to fund facilities improvements on each of the campuses within the district beginning with improving safety and security at all sites, replacing old, dilapidated portables with permanent buildings and updating data, electrical, and fire alarm systems. While planning for full day kindergarten, new state-of-the-art kindergarten classrooms were added at Ralph Dunlap, Joe Nightingale, Alice Shaw, Pine Grove, and Patterson Road Schools. Major updates were completed at Olga Reed School in the cafeteria and the gym.

Extra work on ventilation systems and air flow was done for improved air circulation as students came back to school after the COVID-19 school closure.

Additional needs/areas of concern in this area include:

- To have a competitive salary schedule to attract and retain new teachers and substitutes
- Future shortages in Special Education teachers may be a challenge; be sure support systems are in place to retain/prevent burn out
- Continue to purchase 21st Century/flexible furniture and develop furniture replacement plans, with consideration for the use of technology and problem based learning in instruction and learning.
- Continue to support new curriculum adoptions through professional development, including special education teachers.
- Provide support system for new teachers and teachers in new grade levels.
- Investigate how to support combination class teachers with replacement curriculum and/or units aligned with other grade levels (i.e. 6th grade in 5/6 combo uses K-5 adoption instead of 7-8 adoption, creative use of daily schedule to allow for differentiation).
- When financially feasible, replace 3-hour special education instructional assistant positions with 6 hour positions to minimize employee turnover.
- Integrate Science/History into ELA/ELD and Mathematics when possible.
- Provide additional meeting space for small group instruction (ELD, SPED, Intervention, etc.).
- Provide professional development for integrated and designated English Language Development curriculum.
- Install water bottle filling stations for students and staff on all campuses.
- Outside play areas are negatively affected by gopher holes, making it a hazard for students to run on fields and play. Work to monitor safety on our fields.
- Aging facilities, especially portable classroom buildings are beyond their life cycle. Work to replace those aging facilities.
- Provide additional funding to support an adequate level of service in Maintenance & Operations.
- Provide accountability for full implementation of district adopted curriculum.
- Expand work with ELA/ELD consultant to include upper/middle grades to support students improving English/language arts skills.
- Focus on improving restrooms and drinking fountains at school sites.

Implementation of State Standards (SBE Priority 2)
Implementation of academic content and performance standards adopted by the State board for all students, including English Learners

The District has implemented support systems to assist teachers in the implementation of and transition to the California State Standards. Teachers on Special Assignment (TOSAs) have been positioned to support instruction in the classroom as well as to integrate technology into the instructional program. For the past three years, TOSAs as well as teacher experts in the District

have been integral in building professional capacity within the district through an institute model for professional development. Textbook and support materials aligned with the California State Standards in English Language Arts/English Language Development and Mathematics along with the Next Generation Science Standards will be implemented when high quality materials are available for adoption. Careful consideration will be given to the use of 21st Century Learning Skills and building capacity among teachers to integrate skills within the core curriculum will be a priority. Integration of the new standards and systems will be a process that will take years to fully implement. Teacher support is critical to a successful transition, including release time for planning and learning, professional development, modeling of successful strategies in the classroom, and more. This work will be the primary role of the TOSA positions over the next 5-7 years as we focus on our Tier 1 instruction as well as interventions in English language arts and mathematics. As we implement our new science adoption, teachers will need support implementing Next Generation Science Standards which were adopted in 2013, followed by new standards in the other content areas.

Additionally, the integration of technology and the role it plays with instruction will continue to develop over the next few years. Professional development work continues for English Language Development (integrated and designated) and with Tina Pelletier (Pelletier Consulting) for Tier 1 and 2 instructional strategies for K-6. A focus on math Tier 1 and 2 instructional strategies continues for K-6 with Dr.

Survey on LCAP Priorities Priority: Implement California State Standards	
Year	*% Identifying as "High" Priority*
2017	61%
2018	57%
2019	53%
2020	68%
2021	62%

Michele Douglass, consultant. There will also be a Director of Educational Services who will focus on all curriculum.

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

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

Additional needs/areas of concern in this area include:
- Provide equitable access for all students to the core curriculum, especially those students who may not have access to the internet outside of the school setting
- Identification, selection, and development of essential standards will need to be an integral part of this process.
- Provide time to meet weekly in Professional Learning Communities.

- Equitable access to technology during and outside of the school day for all students is important.
- Increased support from Teachers on Special Assignment at each school site to assist with intervention coordination, work with teachers on Tier 1 and Tier 2 instruction, common formative assessment support, collection and interpretation of data, and engagement of students is needed.
- Student achievement data needs to be made easily understandable and training on the use of data is needed.
- Additional Teacher on Special Assignment (TOSA) positions to provide support to specialized subject areas in the secondary grades would be beneficial.
- Expand Teacher on Special Assignment (TOSA) positions to increase level of support with a goal of one TOSA per school.
- Identify and communicate the role of the TOSA to all teachers.
- Provide additional enrichment opportunities for students at all grades at no or low cost.
- Provide professional development in areas supported by data (intervention, systematic ELD, SIPPS) to meet the needs of all learners.
- Provide a systematic way to collect data on new students to place them quickly (screening using DIBELS/SIPPS/NWEA).
- Provide universal screening tools for secondary students.
- Provide Parent Education opportunities to extend learning opportunities outside of the school day for students and increase meaningful stakeholder engagement, especially around importance of mastery of standards and state testing requirements.
- Examine the alignment of identified essential standards with the SBAC Blueprints.
- Continue to respect a protected block of time for ELA, Math, and ELD instruction.
- Identify opportunities for vertical alignment in core subject areas.
- Investigate the feasibility of a leveled math instruction at the junior high school and the impact on current district adopted curriculum (CPM).
- Provide additional training on culturally responsive teaching and trauma informed practices.
- Provide Social Emotional Learning (SEL) concepts for integration into school cultures and classroom instruction.
- Expand professional development for mathematics, specifically Tier 1 instruction followed by a Tier 2 program.
- Provide training in Next Generation Science Standards and the newly adopted science curriculum.
- Provide training for new teachers in district adopted curriculum and instructional expectations
- Clearly defined plan for MTSS and intervention across the district.
- Offer digital citizenship lessons for students.
- Implement CTE courses at the junior high level with availability for ALL students.
- Consider adding elective offerings at the junior high level.

- Assist teachers in identifying their own professional learning needs and how to support them.

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

Mathematics continues to be a topic of discussion as the California State Standards have changed over the past few years, significantly altering their structure and the expectations for students, as are the recently adopted Next Generation Science Standards. The differences in course structure necessitate articulation between the grade spans within OUSD and with Orcutt Academy Charter and the neighboring high school districts as our students will need to successfully matriculate into their courses.

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

Survey on LCAP Priorities	
Priority: Ensure student access to core subjects that prepare them for high school and college	
Year	*% Identifying as "High" Priority*
2017	88%
2018	90%
2019	86%
2020	93%
2021	92%

Additional needs in this area include:

- Provide instruction in 21st Century Learning Practices and the integration of technology into the instructional program (including initial purchase costs, maintenance, and upgrades as necessary).
- Provide daily intervention support in English Language Arts and Math at all levels to support at risk students, including socio-economically disadvantaged, English Language Learners, and foster youth to provide them with access to rigorous coursework and support their success and Tier 2/Tier 3 supports through Multi-Tiered Systems of Support (MTSS) to ensure access for struggling students to the core curriculum.
- Provide training for regular classroom teachers in SIPPS, Wonders, and Collections so strategies can be imbedded into the regular school day and strategies to give English learners access to the core curriculum content.
- Provide enrichment and intervention offerings in all grades, and ensure all grade 7-8 students have access to electives and core subject areas.
- Provide Multi-Tiered Systems of Support for all students, especially in the primary grades with the goal of enabling all students in junior high to access all coursework.
- Provide access to advanced courses and a wider range of electives at all school sites.
- Incorporate life skills (banking, job skills, conflict resolution and refusal skills, etc.) into courses.

- Identify and implement a systematic response to student learning, including materials, professional development, and progress monitoring.
- Offer a rigorous/challenging curriculum for all students.
- Improve internet access on the Los Alamos campus.
- Increase articulation between higher/lower grades.
- Monitor at-risk student participation (foster, homeless, low-income, English learners, and students with special needs) in higher level courses.

B. Pupil Outcomes

Student Achievement (SBE Priority 4)

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

Student Performance on Standardized Tests

Students overall are performing below desired levels on the state standardized tests (California Assessment of Student Performance and Progress (CAASPP), May 2019 as indicated through the following data as reported on the California Dashboard (https://www.caschooldashboard.org/#/Home):

English Language Arts

All Students	Asian	Two or More Races	White
All Students / State	Student Group / State	Student Group / State	Student Group / State
Green	Green	Green	Green
1.9 points above standard	44.9 points above standard	18.1 points above standard	20.2 points above standard
Increased 3.3 Points ⊕	Increased 10.2 Points ⊕	Maintained 1.1 Points	Increased 4 Points ⊕
Number of Students: 2,885	Number of Students: 34	Number of Students: 186	Number of Students: 1,071

Socioeconomically Disadvantaged	English Learners	Foster Youth	Hispanic
Student Group / State	Student Group / State	Student Group / State	Student Group / State
Yellow	Yellow	Yellow	Yellow
21.7 points below standard	25.5 points below standard	40.9 points below standard	13.9 points below standard
Increased 4.2 Points ⊕	Increased 6 Points ⊕	Increased 13.5 Points ⊕	Increased 4.1 Points ⊕
Number of Students: 1,326	Number of Students: 486	Number of Students: 16	Number of Students: 1,495

Homeless

Student Group | State

Orange

16.6 points below standard

Declined 11.8 Points ⊕
Number of Students: 24

Students with Disabilities

Student Group | State

Orange

77.5 points below standard

Increased 8.7 Points ⊕
Number of Students: 364

African American

Student Group | State

No Performance Color

12.1 points above standard

Maintained 0.8 Points
Number of Students: 20

American Indian

Student Group | State

No Performance Color

36.7 points below standard

Increased 5.1 Points ⊕
Number of Students: 22

Filipino

Student Group | State

No Performance Color

36.7 points above standard

Increased 12.2 Points ⊕
Number of Students: 28

Pacific Islander

Student Group | State

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 3

Progress is being made in all student groups with the exception of Homeless (which is a relatively small group size with only 24 students tested). While the Students with Disabilities group made growth, this group remains a high priority and one we are closely monitoring.

When analyzing the data and comparing district results to county and state, the trend line is similar for all three groups:
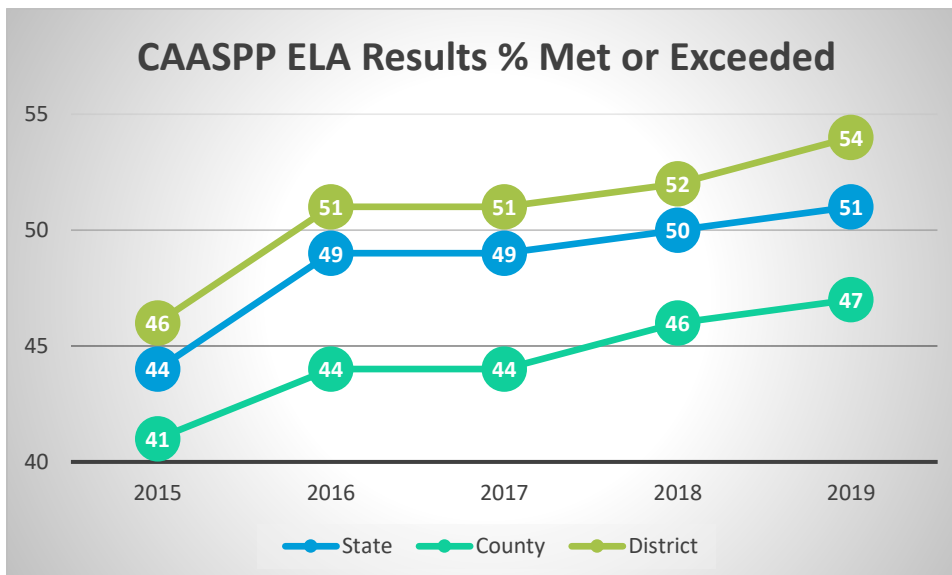
CAASPP ELA Results % Met or Exceeded

	2015	2016	2017	2018	2019
State	44	49	49	50	51
County	41	44	44	46	47
District	46	51	51	52	54

When analyzing the data by grade level, there is an interesting slope to the trend line that does not mirror county and state results:

2019 CAASPP ELA Results % Met or Exceeded
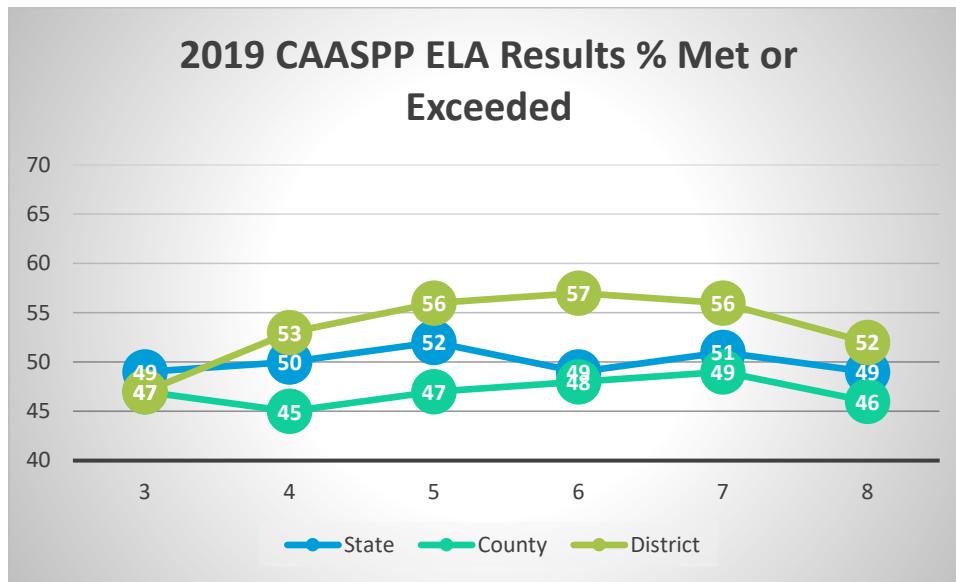
The slope indicates growth over time for grades 3-6, but a decline in grades 7 and 8. Targeted professional development was provided in the 2019-20 school year to middle school English language arts teachers, specifically targeting implementation of the district adopted curriculum.

Mathematics

All Students

All Students | State

Yellow

20.1 points below standard

Maintained -1.9 Points

Number of Students: 2,884

Asian

Student Group | State

Blue

57.1 points above standard

Increased 15.7 Points ⊕

Number of Students: 34

White

Student Group | State

Yellow

0.8 points below standard

Maintained -0.9 Points

Number of Students: 1,071

Two or More Races

Student Group | State

Yellow

4.2 points below standard

Maintained -0.9 Points

Number of Students: 186

English Learners

Student Group | State

Orange

49.6 points below standard

Maintained -1.6 Points

Number of Students: 487

Hispanic

Student Group | State

Orange

37.5 points below standard

Maintained -1.7 Points

Number of Students: 1,495

Homeless

Student Group | State

Orange

49.3 points below standard

Maintained -2.4 Points

Number of Students: 24

Socioeconomically Disadvantaged

Student Group | State

Orange

43.1 points below standard

Maintained 0.1 Points

Number of Students: 1,329

Students with Disabilities

Student Group | State

Red

110.5 points below standard

Maintained 1.6 Points

Number of Students: 363

African American

Student Group | State

No Performance Color

31.7 points below standard

Maintained -2.8 Points

Number of Students: 20

American Indian

Student Group | State

No Performance Color

65 points below standard

Declined 8.8 Points ⊕

Number of Students: 22

Filipino

Student Group | State

No Performance Color

26.3 points above standard

Increased 3.1 Points ⊕

Number of Students: 27

Foster Youth

Student Group | State

No Performance Color

62.8 points below standard

Maintained 2.8 Points

Number of Students: 16

Pacific Islander

Student Group | State

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Overall performance in mathematics was mixed and did not demonstrate strong growth in any student group with the exception of Asian students. This year, targeted professional development in mathematics was offered for elementary teachers in grade level groups by Dr. Michele Douglass.

When analyzing the data and comparing district results to county and state, the district's trend clearly does not follow the trend line of the state and county, however we do continue to outperform both groups:
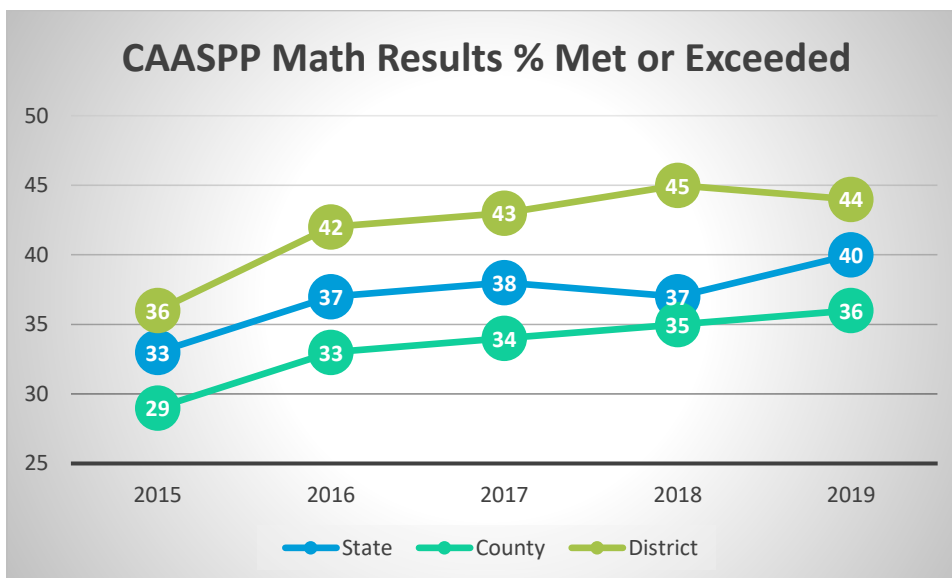
CAASPP Math Results % Met or Exceeded

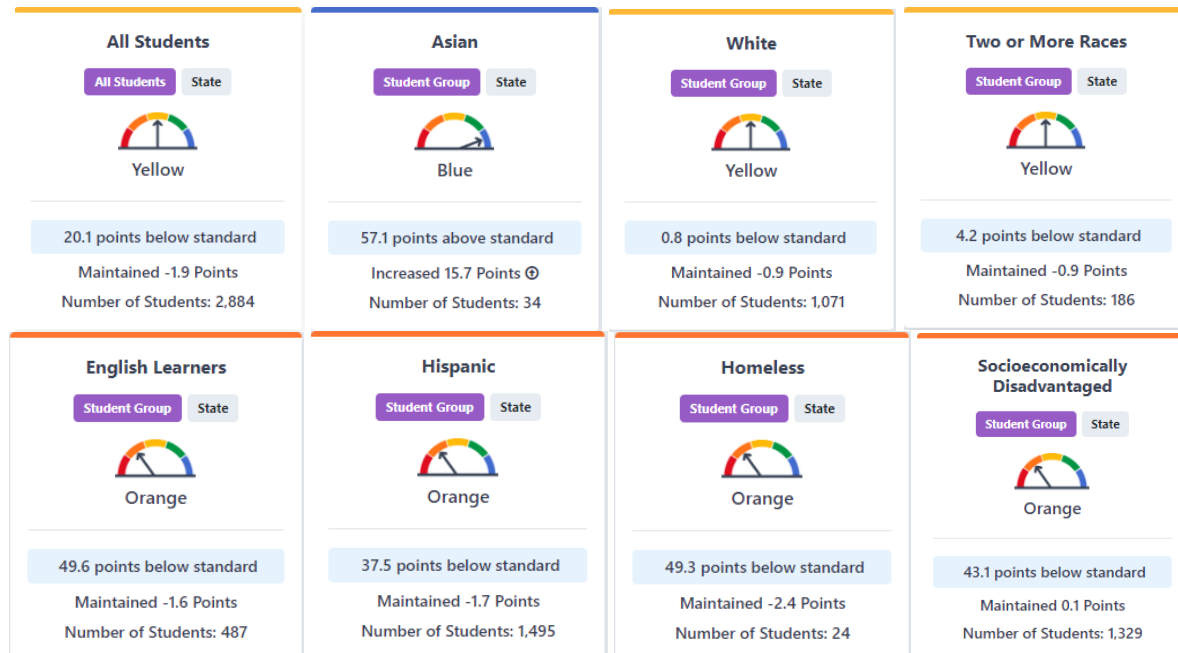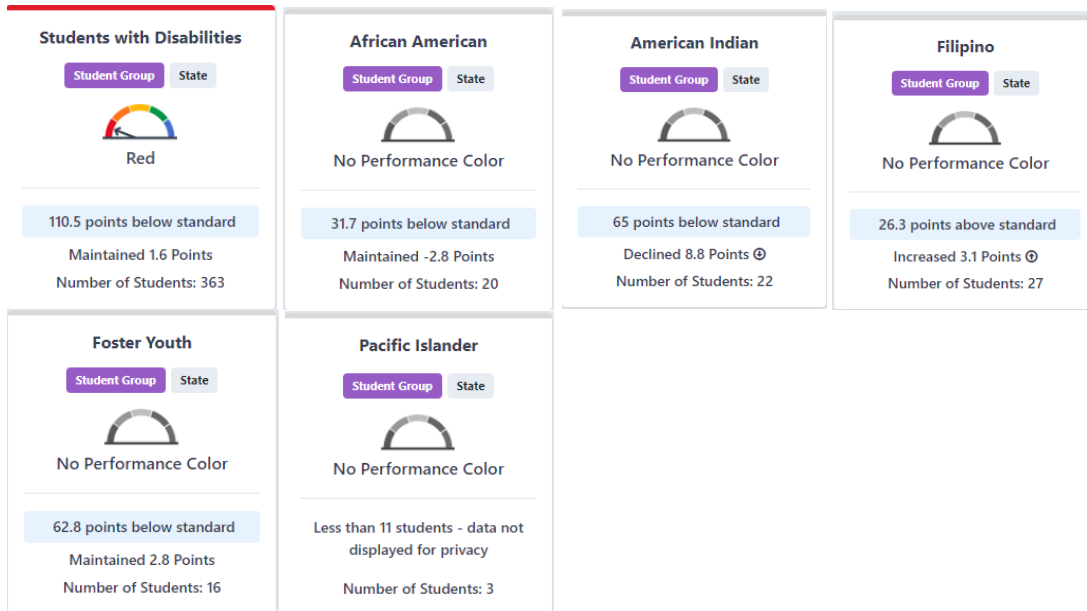| Year	State	County	District
2015	33	29	36
2016	37	33	42
2017	38	34	43
2018	37	35	45
2019	40	36	44

When analyzing the data by grade level, there is an interesting slope to the trend line that does not mirror county and state results:

2019 CAASPP Math Results % Met or Exceeded

Grade	State	County	District
3	50	36	47
4	45	40	44
5	38	32	38
6	39	37	46
7	38	35	38
8	37	37	46
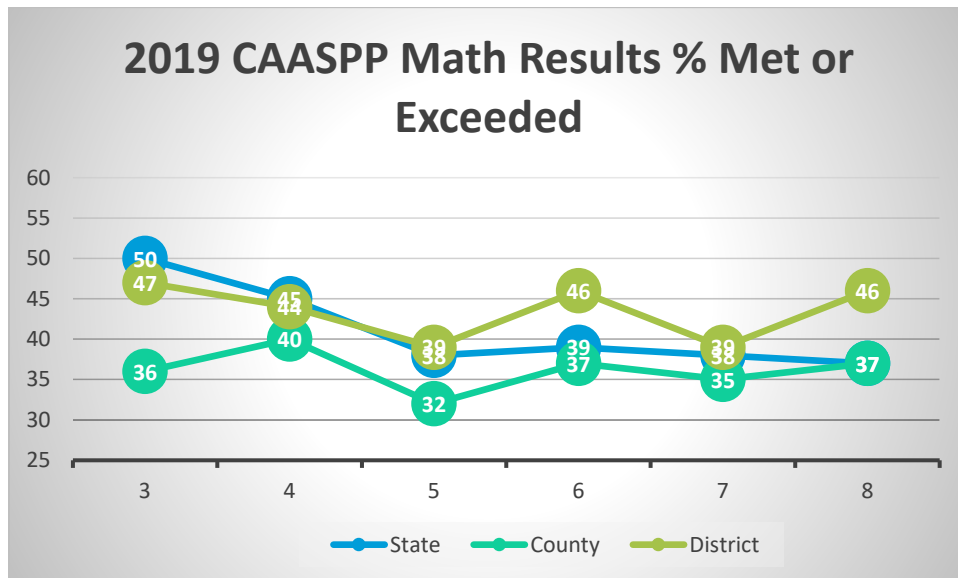
Additional English Learner Assessment Data

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

English Language Arts Data Comparisons English Learners (2019 CAASPP Results)

Current English Learners	Reclassified English Learners	English Only
59.1 points below standard	54.9 points above standard	6.9 points above standard
Declined 5.5 Points ⊕	Increased 5.9 Points ⊕	Maintained 2.9 Points
Number of Students: 343	Number of Students: 143	Number of Students: 2,339

Mathematics Data Comparisons English Learners (2019 CAASPP Results)

Current English Learners

85.8 points below standard

Declined 15.4 Points ⊕
Number of Students: 344

Reclassified English Learners

37.5 points above standard

Increased 4 Points ⊕
Number of Students: 143

English Only

15 points below standard

Maintained -1.9 Points
Number of Students: 2,337

English Learner Progress

All Students   State

53.7% making progress towards English language proficiency

Number of EL Students: 456

Performance Level

Medium

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

- ● ELs Who Decreased at Least One ELPI Level ● ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
- ● ELs who Maintained ELPI Level 4 ● ELs Who Progressed at Least One ELPI Level

The data is reflecting a decline in both English language arts and Mathematics for English Learners. The data for 2019 indicates an achievement gap between "all" students and "English Learners". This could be attributable to new accountability systems and a revamping of the service delivery model for English Language Development.

The CAASPP was not administered in 2020 and the California Dashboard was not presented due to school closure.

The Northwestern Education Association (NWEA) Measures of Academic Progress (MAP) is a district assessment we utilize to analyze student performance in reading and math in grades 1-8. This assessment is given in the fall, winter and spring in grades 1-6 and one to two times a year in grades 7 and 8. The NWEA was given to all students in Fall of 2019. It was not administered during school closure. The next administration was Spring of 2021. The following table shows Grade Level Mean Scores from Fall 2019, Spring 2021 and the 2020 Reading Student Achievement Norms from NWEA. This comparison of grade level groups, not student groups.

NWEA Reading

Grade	Fall 2019 Mean RiT	Fall 2021 NWEA Student Achievement Norms	Spring 2021 Mean RiT	Spring 2021 NWEA Student Achievement Norms
1	*	155.93	*	171.40
2	177.7	172.35	185.2	185.57
3	191.9	186.62	196.1	197.12
4	203.81	196.67	203.2	204.83
5	209.4	204.48	201.9	210.98
6	215	210.17	216.6	215.36
7	217.5	214.20	220.2	218.36
8	219.2	218.01	222.7	221.66

*NWEA does not give Grade 1 Mean RiT score reports.

All of the OUSD students' Fall 2019 Mean Rit scores for Reading are higher than the Fall 2021 NWEA Student Achievement Norms. In Spring 2021, OUSD student Mean RiT scores fall below the NWEA Student Achievement Norms in grades 2-5. OUSD student Mean RiT scores in grades 6-8 are above the NWEA Student Achievement Norms. It is important to know that all scores are within the standard deviation.

The following table shows Grade Level Mean Scores from Fall 2019, Spring 2021 and the 2020 Math Student Achievement Norms from NWEA. This comparison of grade level groups, not student groups.

NWEA Math

Grade	Fall 2019 Mean RiT	Fall 2021 NWEA Student Achievement Norms	Spring 2021 Mean RiT	Spring 2021 NWEA Student Achievement Norms
1	*	160.05	*	176.40
2	179	175.04	185	189.42
3	192.6	188.48	195.8	201.08
4	204	199.55	204.1	210.51
5	202.5	209.13	212.3	218.75
6	218.3	214.75	220.3	222.88
7	226.3	220.21	223.9	226.73
8	230.8	224.92	230	230.30

*NWEA does not give Grade 1 Mean RiT score reports.

Fall 2019 OUSD student Mean RiT scores for grades 2-4 and 6-8 are higher than the NWEA Student Achievement Norms. Students' Mean RiT score for grade 5 is lower. All students' Spring

2021 Mean RiT scores are lower than the Spring 2021 NWEA Student Achievement Norms. It is important to know that all scores are within the standard deviation.

NWEA results illustrate that overall, student scores appear to be lower as compared to NWEA Student Achievement Norms. Scores may have been influenced by school closure as well as some students being tested in a distance learning environment. The data indicates that a focus on reading and math instruction is needed.

The English Learner Program oversight is provided by the Assistant Superintendent of Educational Services with the support of a dedicated Teacher on Special Assignment (TOSA) who is available to coach classroom teachers with successful strategies to use with the students learning English. A Bilingual Secretary assists with data and Spanish speaking liaisons support families and students.

The district continues its focus on Long Term English Learners (LTEL) and Newcomer (enrolled in a California school less than 12 months and classified as an English Learner). In addition, in the 2020-2021 school year, we formalized our procedure for determining if/when English learners with special needs can be re-designated. The district's Master Plan for English Learners was updated this year and contains all of our procedures, timelines and forms used for monitoring our English Learners.

Overall, the number of English Learners is declining. However, the amount of support students need has not declined.
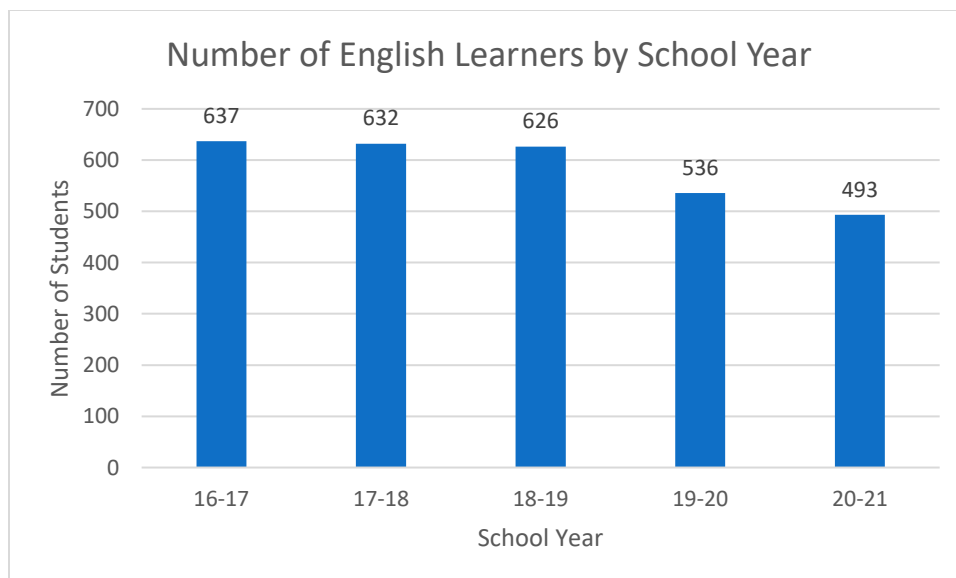
Re-designation rates remain very positive in the Orcutt School District as compared to school districts in the county and the state during the 2020-2021 school year.

	Students Re-designated Fluent English Proficient
Orcutt School District	13.4%
County Totals	9.3%
State Totals	8.6%

During the 2019-2020 school year, 12% of students were re-designated Fluent English Proficient.

An analysis of NWEA (Northwest Evaluation Association) MAP (Measures of Academic Progress) and CAASPP data reveal the need for targeted intervention for struggling students, with particular attention paid to students in certain subgroups in order to close the current achievement gap that exists. Implementation of a Multi-Tiered System of Support (MTSS) includes matching struggling students with programs or services that will meet their specific needs. As essential standards are identified and taught, teachers will need specific assessments to determine if a student has mastered skills. From there, this data can be used to target instruction. Teachers and administrators have worked with Mike Mattos, author and consultant, specifically on Response to Intervention and building a Pyramid of Interventions at each site to meet the needs of students. Beginning in the 2015-16 school year, time for grade levels/departments to meet was built into the school day with a late start (junior high) or early release (elementary) day each week. School sites have been allocated funds from LCAP to support academic intervention through the purchase of additional materials, professional development, or hourly certificated support teachers. Also, beginning with the 2015-16 school year, students in grades 1-6 have received music and PE instruction which allowed teachers to group students for small group instruction while others were receiving music/PE. Additional time was allocated for intervention daily in grades K-6. Junior high schools restructured their instructional day to allow additional instructional time for identified students.

Beginning with the 2015-16 school year, each school leadership team is provided four days of collaboration/planning time to focus on school-wide data, intervention schedules, implementation of common formative assessments and intervention strategies. The Leadership Team planning days were facilitated by Educational Services staff as well as Tina Pelletier (consultant) and each team was given planning time to focus on the needs of their sites. For the past three years, a continued focus on English Language Arts instruction and implementation of the district adopted curriculum through site-based coaching and TOSAs has continued. Beginning in the 2018-19 school year, a renewed focus on Mathematics instruction began with Jo Boaler's presentation at a professional development day and followed with Michele Douglass working with teachers through grade level meetings and site based coaching in the 2019-2020 school year. During school closure, Tina Pelletier consulted with TOSAs and principals as requested. Michele Douglass met with TK-6 grade level groups in two hour long sessions.

Surveys of stakeholders on LCAP priorities have indicated strong support for insuring a focus on increasing student achievement. This year was lower, possibly due to multiple concerns in school closure.

Survey on LCAP Priorities	
Priority: Increase Student Achievement	
Year	*% Identifying as "High" Priority*
2017	75%
2018	78%
2019	73%
2020	79%
2021	58%

Additional needs/areas of concern in this area include:

- Implementation of systematic, targeted interventions at each school site using student data and a system of supports (Multi-Tiered System of Support), including small group and individualized instruction for ELA/ELD and Mathematics.
- Evaluation of the current schedule at each site to ensure instructional time is maximized, including scheduled time for intervention and small group instruction.
- Provide targeted academic vocabulary development in English Language Arts and Mathematics.
- Utilize technology and online programs to give students access to extra help (additional resources) and for targeted instruction.
- Continue targeted reading intervention in the primary grades.
- Develop targeted math intervention.
- Develop and implement communication tools for parents to understand data and learning expectations.
- Focus on literacy/writing demands across assessment systems (CAASPP) and integrate into instruction (i.e. district-wide writing prompts and calibration). (While writing prompts and calibration activities occurred before school closure, a review would be beneficial after school is totally back in session.
- Focus on Close reading and Academic Vocabulary development.
- Analyze current assessments to determine what is essential to for student learning.
- Identify an uninterrupted block of time for literacy/language arts instruction, especially for identified student groups (English learners, special education, low socio-economic).
- Ensure instruction is taking place for English Learners with integrated and designated ELD.
- Continue to provide additional learning opportunities (STEAM, Makerspace, family "academic" opportunities) to increase capacity and parent support.
- Investigate research-based strategies for students with special needs, especially to build academic language.
- Ensure training of new teachers on curriculum and targeted professional development for all teachers on designated ELD.
- Develop tools to disaggregate data for all at-risk student, including students in special education programs.
- Provide structured tutoring or homework support for identified students (foster youth, homeless youth, English learners).
- Ensure special education students at all levels are receiving core instruction daily.

- Examine the process for assigning and implementing accommodations for students with disabilities in SBAC.
- Ensure Native American students are connected to the outside services available to them.
- Implement consistent progress monitoring in English language arts to ensure needs are being met and determine if further testing is required.
- Continue to focus on a district-wide SST model that includes progress monitoring data.
- Math adoption is next – be sure to choose a program that supports students with special needs and EL students.

Other Pupil Outcomes (SBE Priority 8)
State Physical Fitness Testing

Results of state fitness testing administered to students in grades 5 and 7 in Spring 2019 show a decline across both grades in every area with the exception of Trunk Extension Strength in Grade 5, and Upper Body Strength in grade 7. PE staff have reviewed the results and professional development will be ongoing in those areas.

Physical Fitness Area	Total Tested¹ 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 Tested¹ 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	Total Tested¹ 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	519	284	54.7	35.6	9.7	562	344	61.2	29.7	9.1	148	113	76.4	18.9	4.7
Body Composition	519	315	60.7	17.7	21.6	562	354	63.0	18.1	18.9	148	112	75.7	16.2	8.1
Abdominal Strength	519	422	81.3	18.7	N/A	562	442	78.6	21.4	N/A	148	146	98.6	1.4	N/A
Trunk Extension Strength	519	487	93.8	6.2	N/A	562	427	76.0	24.0	N/A	148	145	98.0	2.0	N/A
Upper Body Strength	519	338	65.1	34.9	N/A	562	354	63.0	37.0	N/A	148	131	88.5	11.5	N/A
Flexibility	519	272	52.4	47.6	N/A	562	383	68.1	31.9	N/A	148	130	87.8	12.2	N/A

California Physical Fitness Test 2018-19 Orcutt Union School District						
	Grade 5 % students in HFZ			Grade 7 % students in HFZ		
Physical Fitness Area	2017-18	2018-19	% Change	2017-18	2018-19	% Change
Aerobic Capacity	60.6	54.7	-5.9	70.6	61.2	-9.4
Body Composition	62.9	60.7	-2.2	63.7	63.0	-0.7
Abdominal Strength	88.5	81.3	-7.2	82.6	78.6	-4.0
Trunk Extension Strength	82.1	93.8	11.7	75.3	76.0	-0.7
Upper Body Strength	71.7	65.1	-6.6	59.8	63.0	3.2
Flexibility	60.8	52.4	-8.4	71.1	68.1	-3.0

20
January 1, 2021
[ORCUTT UNION SCHOOL DISTRICT   LCAP
NEEDS ASSESSMENT   SPRING 2021]

All Physical Education teachers participated in professional development with the California Physical Education-Health Project during the 2016-17, 2017-18, 2018-19, and 2019-20 school years. Teachers continued to build on prior trainings in the areas of literacy and assessment. Elementary PE teachers continued professional development offered through the Orcutt Children's Art Foundation with the Santa Barbara Dance Company.

The state physical fitness test was not administered in 2020 and 2021 due to school closure.

Additional needs in this area include:
- Continue professional development in the area of physical education, and the assessment requirements.
- Update the wellness policies to align with current research and best practices.
- Investigate fitness incentive programs for staff members.
- Investigate additional physical education activities that can take place during other opportunities at elementary schools (Go Noodle during breakfast, noon league sports, etc.)
- Focus on nutrition at school, especially for unduplicated students
- Disaggregate data by gender and other student groups
- Focus professional development for PE teachers on student needs shown by Physical Fitness data

C. Engagement

Parent Involvement (SBE Priority 3)
Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups

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

- School Site Councils
- Parent Teacher Organizations
- School Events
- Parent Volunteers
- Parent Advisory Committees and Councils
- Parent Portal (Aeries Student Information System)
- Parent Education Events
- Utilization of Parent Square Communication System

Parents are informed through the school/District website as well as through weekly/bi-weekly newsletters sent by the school principals. In the 2016-17 school year, the District launched

Parent Square, a communication tool that utilizes text messaging, e-mail, phone calls and push notifications through their app using the communication method parents prefer to use. The tool also allows for two-way communication and notifications to be sent to groups (District, School, Grade-Level, Classroom).

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

In a Spring 2021 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	89.25%	440
Classroom Volunteer or School Volunteer	12.98%	64
Chaperone for field trip, dance, or other activity	14.40%	71
School Site Council Member	3.25%	16
PTA/PTSA Member, Officer or Volunteer	14.40%	71
Attended at least one PTA/PTSA event	17.44%	86
English Learners Advisory Committee (ELAC) or District English Learners Advisory Committee (DELAC) Member	0.61%	3
Orcutt Children's Arts Foundation Board Member or Volunteer	2.23%	11
Attended a school or district parent education night	19.07%	94
Participant in OUSD Strategic Planning	2.64%	13
Attended a School Board Meeting	10.75%	53
Shared information/commented using social media	18.66%	92
Total Respondents: 493		

Since the implementation of Parent Square, there has since been a dramatic shift in how parents receive information. In the spring of 2017, school newsletters were the primary source of information (78%). That number declined to 44.23% and now 84.5% of parents now report that Parent Square messages (Text, telephone, message announcement, app push notification) as their most frequent source of information.

In the 2021 survey (conducted during school closure), overall, 35% of respondents called communication about school activities "excellent," 41.71% called it "good," 17.39% called it "fair," and 5.96% called it poor.

This is a decrease in effectiveness of communication from the previous school year. The following are the results of the Spring, 2020 survey (administered prior to COVID school shutdown): Overall, 41.8% of respondents called communication about school activities "excellent," 45.36% called it "good," 11.20% called it "fair," and 1.64% called it "poor".

Additional survey results regarding school communication in the Spring 2021 survey follow:

	I FREQUENTLY GET USEFUL INFORMATION FROM THIS SOURCE	I SOMETIMES GET USEFUL INFORMATION FROM THIS SOURCE	I DO NOT USUALLY USE THIS SOURCE TO GET INFORMATION	I WOULD LIKE TO SEE THE SCHOOL EXPAND THE USE OF THIS SOURCE TO PROVIDE INFORMATION TO PARENTS	TOTAL RESPONDENTS
PTA/PTSA Newsletter (print or email)	28.68% 181	31.22% 197	34.07% 215	7.45% 47	631
Orcutt Union School District or School Website	29.65% 188	38.96% 247	27.44% 174	6.62% 42	634
Social Media (Orcutt Union School District or School Facebook, Instagram, Twitter)	14.58% 93	24.45% 156	55.02% 351	7.68% 49	638
Media Based (Newspaper, Online News, Radio/TV)	9.52% 60	19.52% 123	67.94% 428	3.97% 25	630
Parent Square Messages (Text, Telephone Message/Announcement, App Push Notification)	84.50% 556	12.01% 79	1.82% 12	3.04% 20	658

Parents were asked about communication about their child's academic progress in the same survey. Overall, 34.94% of respondents said that the school does an "excellent" job of communicating regarding students' academic progress, while 41.71% indicated communication was "good," 17.39% indicated "fair," and 6.96% of parents indicated "poor".

Positive results decreased as compared to results from Spring 2020 (prior to school closure). Results in Spring 2020 are as follows: Overall, 38.31% of respondents said the school does an "excellent" job of communicating on students' academic progress, while 45.35% indicated it was "good," 11.55% "fair," and 4.79% "poor".

Student report cards (62.27%), Informal communication from teacher (note, conversation, phone call, etc.) (53.95%), and fall parent-teacher conference (51.07%) topped the list of ways in which parents reported receiving information on their students' progress on the Spring 2021 Parent Survey (during school closure).

Results differ slightly from the Spring 2020 (prior to school closure). The following results are from Spring 2020: Fall parent-teacher conferences (67.24%) and Student Report Cards (70.89%) topped the list of ways in which parents receive information on their students' progress.

Surveys of stakeholders on LCAP priorities have indicated some desire to increase parental

involvement in the Orcutt Union School District. Again, school closure may have contributed to a lower percentage of parents indicating a need to increase parental involvement and participation.

Survey on LCAP Priorities	
Priority: Increase parental involvement and participation	
Year	*% Identifying as "High" Priority*
2017	76%
2018	57%
2019	67%
2020	63%
2021	55%

Additional needs/areas of concern in this area include:

- Provide parenting classes on how to support your child in school (offered in both English and Spanish) through multiple modalities (videos, articles, pamphlets, in person).
- Offer parent outreach and education on the new California State Standards and California Assessment of Student Progress and Performance, especially regarding what shifts have taken place and what is going to be expected from students.
- Provide translation services at events and conferences for parents.
- Provide community liaison connection to support all families with outreach to let families know what resources are available in our community
- Provide availability of translated materials for families.
- Connect parent education with well attended events at school (i.e. Back To School) and offer training on Aeries as well as other resources.
- Develop district guidelines on expectations for parent volunteers.
- Educate teaching staff about social resources within our community.
- Provide Parent Education nights with food and daycare provided. Or provide Parent Ed via Zoom so that parents can participate from home.
- Continue using the Aeries Gradebook after students return to school so that parents can have ongoing access to student progress.
- Provide community outreach for students and their families through home visits.
- Identify additional means to communicate information about school events (phone calls, texts) (Open House, Back To School Night, DELAC/ELAC meetings, parent/teacher conferences, etc.).
- Increase parent use of the website and social media to connect with up to date information.
- Investigate additional tools to increase communication including messaging and scheduling parent/teacher conferences, especially when teachers are coordinating with bilingual community liaisons that cover multiple sites.
- Fundraising advertisements should be available in home language as well as English to better communicate with families.
- Investigate possibility of using additional languages within Parent Square.
- Encourage secondary parents to attend parent/teacher conferences.

Pupil Engagement (SBE Priority 5)
School Attendance Rates

School attendance during the 2019-20 school year up to school closer in March of 2020 follows:

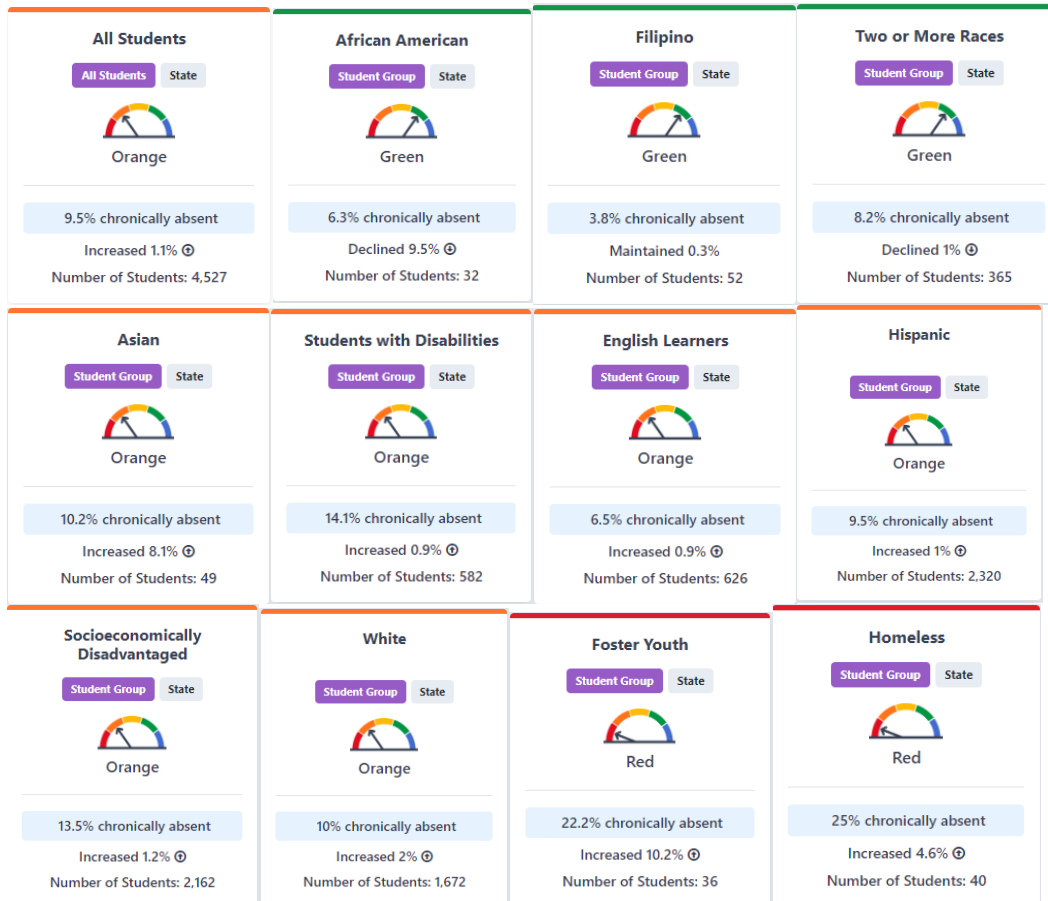| School	8/12/2019-9/6/2019	9/9/2019-10/04/2019	10/7/2019-11/1/2019	11/4/2019-11/29/2019	12/2/2019-12/27/2019	12/30/2019-1/24/2020	1/27/2020-2/21/2020	2/24/2020-3/20/2020	Year to Date Average	
Alice Shaw	97.20%	96.25%	95.83%	94.81%	94.25%	94.00%	94.98%	95.60%	95.37%	
Joe Nightingale	97.71%	96.80%	96.27%	94.74%	96.07%	95.87%	92.98%	96.36%	95.85%	
Patterson Road	97.10%	96.84%	96.29%	94.90%	95.28%	95.61%	93.75%	96.43%	95.78%	
Pine Grove	97.72%	97.01%	96.42%	95.35%	94.88%	95.42%	94.38%	95.79%	95.87%	
Ralph Dunlap	97.39%	96.44%	95.28%	94.67%	95.86%	94.75%	93.22%	95.06%	95.33%	
Olga Reed	97.21%	96.96%	96.44%	96.34%	95.78%	94.28%	92.98%	95.99%	95.75%	
Lakeview	97.86%	97.31%	96.12%	95.25%	95.03%	95.24%	94.73%	95.78%	95.92%	
OJHS	97.20%	97.61%	96.38%	95.31%	95.05%	95.10%	94.69%	96.36%	95.96%	
OAHS	97.77%	96.30%	96.48%	95.59%	96.64%	95.49%	94.04%	96.12%	96.05%	
OAK8 & IS	96.08%	97.23%	96.36%	95.88%	96.29%	97.24%	94.75%	96.23%	96.26%	(month 8 is only OAK-8)
Monthly Average	97.32%	96.88%	96.19%	95.28%	95.51%	95.30%	94.05%	95.97%	95.81%	

"Student Engagement" (attendance during school closure) data through February 19th of 2021 is as follows:

20-21 Student Engagement During School Closure by Month

School	8/13/20 - 9/4/20	9/7/20 - 10/2/20	10/5/20- 10/30/20	11/2/20- 11/27/20	11/30/20- 12/25/2020	12/28/20- 1/22/21	1/25/21- 2/19/21	YTD Ave.
Alice Shaw	98.00%	95.53%	95.46%	94.39%	95.20%	94.51%	94.81%	95.41%
Joe Nightingale	98.38%	97.74%	97.61%	97.08%	96.35%	97.07%	98.02%	97.46%
Patterson Road	97.76%	96.75%	96.86%	94.62%	95.30%	95.15%	96.50%	96.14%
Pine Grove	99.22%	98.14%	98.40%	97.99%	97.41%	97.31%	97.49%	97.99%
Ralph Dunlap	98.84%	98.30%	97.78%	97.88%	97.49%	97.18%	97.67%	97.88%
Olga Reed	98.79%	96.70%	96.49%	95.63%	94.51%	96.44%	96.59%	96.45%
Lakeview	98.94%	95.71%	95.62%	96.13%	95.44%	96.46%	96.59%	96.41%
OJHS	96.29%	97.04%	97.43%	96.90%	96.08%	97.38%	96.93%	96.86%
OAHS	99.57%	98.17%	97.54%	97.86%	96.77%	98.45%	98.75%	98.16%
OAK8 & OAIS	99.54%	98.03%	98.02%	97.61%	96.86%	97.30%	98.61%	98.00%
District Ave./MO	98.53%	97.21%	97.12%	96.61%	96.14%	96.73%	97.20%	97.08%

While percentages appear to be high, teachers and administrators noted that "engagement"during school closure is much different than "attendance" when school is open. Students just need to be present in part of a Zoom session or do the asynchronous work to be "engaged".
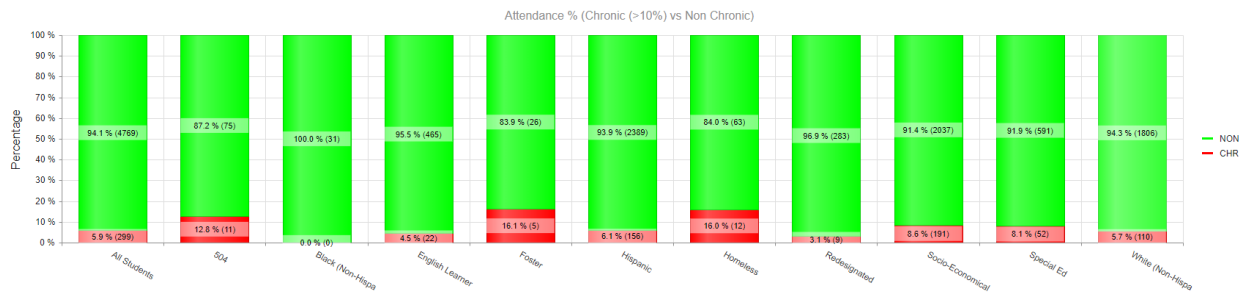
Chronic Absenteeism

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

All Students	African American	Filipino	Two or More Races
All Students State	Student Group State	Student Group State	Student Group State
Orange	Green	Green	Green
9.5% chronically absent	6.3% chronically absent	3.8% chronically absent	8.2% chronically absent
Increased 1.1% ⊕	Declined 9.5% ⊕	Maintained 0.3%	Declined 1% ⊕
Number of Students: 4,527	Number of Students: 32	Number of Students: 52	Number of Students: 365

Asian	Students with Disabilities	English Learners	Hispanic
Student Group State	Student Group State	Student Group State	Student Group State
Orange	Orange	Orange	Orange
10.2% chronically absent	14.1% chronically absent	6.5% chronically absent	9.5% chronically absent
Increased 8.1% ⊕	Increased 0.9% ⊕	Increased 0.9% ⊕	Increased 1% ⊕
Number of Students: 49	Number of Students: 582	Number of Students: 626	Number of Students: 2,320

Socioeconomically Disadvantaged	White	Foster Youth	Homeless
Student Group State	Student Group State	Student Group State	Student Group State
Orange	Orange	Red	Red
13.5% chronically absent	10% chronically absent	22.2% chronically absent	25% chronically absent
Increased 1.2% ⊕	Increased 2% ⊕	Increased 10.2% ⊕	Increased 4.6% ⊕
Number of Students: 2,162	Number of Students: 1,672	Number of Students: 36	Number of Students: 40

Most student groups increased in truancy level indicating a focused effort on increasing attendance is needed. Each school set individual goals for addressing chronic absenteeism for the 2019-20 school year as part of their Single School Plan development.

As of April 16, 2020, student groups with chronically absent students are reflected below:

Groups that have a higher rate of chronic absenteeism as compared to "All Students" include students on a 504 plan, foster youth, homeless youth, socio-economically disadvantaged students, and students with disabilities.

The California Dashboard did not report school attendance data for the 2019-20 school year.

Middle School Dropout Rates

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

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

Surveys of school stakeholders indicated an increased desire to focus on student engagement rates (attendance) in the 2021 (during school closure) survey.

Additional needs/areas of concern in this area include:

Survey on LCAP Priorities	
Priority: Increase student engagement	
Year	*% Identifying as "High" Priority*
2017	63%
2018	61%
2019	70%
2020	67%
2021	80%

- Investigate a positive attendance incentive program (with frequent feedback/incentives) to celebrate positive attendance (front of the line pass, etc.).

- Communicate to parents the importance of regular attendance.

- Utilize the bilingual community liaison to work with the families of EL students struggling with attendance.

- Share information with parents about the importance of full-day attendance and not pulling students from class early.

- Investigate additional ways to communicate attendance/tardy information to parents (texting).

- Investigate offering breakfast at the junior high school to increase student attendance and reduce tardies.

- Offer training to teachers on the use of EduClimber and the California Dashboard.

- Investigate effectiveness of SARB program.

- Investigate possibility of offering a food at nutrition break to students at elementary schools.

- Ensure new teachers understand how to use Aeries and dashboard to monitor student attendance and school climate data.

- We need to regularly focus on our at-risk student groups (foster, homeless, EL, SpEd, low-socio-economic) in the area of attendance.

School Climate (SBE Priority 6)

Student Suspension/Expulsion

The district-wide suspension rate for the 2018-19 school year was 4%, an increase from the prior year of 1.3%. The Board of Education will expel students from the district when warranted, however the Board of Trustees also exercises the option (when appropriate) to suspend student expulsions and allow students to continue to attend school within the District in conjunction with a mutually agreed upon plan to address behavior, academic, and attendance issues that may exist. The District's expulsion rate for the 2018-19 school year was 0%, which is lower than both Santa Barbara County and the State of California.

Data does vary by school site for suspension as noted by the following information reported in DataQuest for the 2018-19 school year:

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Alice Shaw Elementary	610	22	14	2.3%	57.1%	42.9%
Joe Nightingale Elementary	789	22	22	2.8%	100.0%	0.0%
Lakeview Junior High	574	83	54	9.4%	68.5%	31.5%
Olga L. Reed Elementary	206	9	6	2.9%	66.7%	33.3%
Orcutt Junior High	599	76	52	8.7%	71.2%	28.8%
Patterson Road Elementary	668	17	10	1.5%	70.0%	30.0%
Pine Grove Elementary	549	22	14	2.6%	71.4%	28.6%
Ralph Dunlap Elementary	624	17	12	1.9%	66.7%	33.3%

Report Totals

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Orcutt Union Elementary	4,587	268	183	4.0%	72.1%	27.9%
Santa Barbara County	66,537	3,834	2,470	3.7%	71.1%	28.9%
Statewide	5,678,140	335,677	206,391	3.6%	69.6%	30.4%

The following is suspension data from the 2019-20 school year as reported in Data Quest. It cannot be directly compared to the 2018-19 school year, because of the school closure in March of 2020. Again, the Orcutt School District did not expel any students.

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Alice Shaw Elementary	602	8	8	1.3%	100.0%	0.0%
Joe Nightingale Elementary	775	4	4	0.5%	100.0%	0.0%
Lakeview Junior High	510	57	42	8.2%	76.2%	23.8%
Olga L. Reed Elementary	206	2	2	1.0%	100.0%	0.0%
Orcutt Junior High	554	65	49	8.8%	79.6%	20.4%
Patterson Road Elementary	670	14	12	1.8%	83.3%	16.7%
Pine Grove Elementary	578	15	11	1.9%	72.7%	27.3%
Ralph Dunlap Elementary	605	21	12	2.0%	58.3%	41.7%

Report Totals

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Orcutt Union Elementary	4,468	186	140	3.1%	78.6%	21.4%
Santa Barbara County	66,275	2,507	1,697	2.6%	73.5%	26.5%
Statewide	5,624,643	221,843	145,994	2.6%	72.4%	27.6%

An analysis of the California Dashboard Suspension Rate Report for 2019 revealed an increase in suspension rates for All Students and several other student groups. The increase can be attributed to an increase in vaping and behavioral issues across the district.

All Students
All Students   State
Orange
4% suspended at least once
Increased 1.1% ⊕
Number of Students: 4,587

Asian
Student Group   State
Blue
0% suspended at least once
Declined 2.1% ⊕
Number of Students: 51

Filipino
Student Group   State
Blue
0% suspended at least once
Declined 1.8% ⊕
Number of Students: 52

African American
Student Group   State
Green
3% suspended at least once
Declined 2.2% ⊕
Number of Students: 33

English Learners
Student Group   State
Green
2.8% suspended at least once
Declined 1% ⊕
Number of Students: 637

Hispanic
Student Group   State
Orange
4.1% suspended at least once
Increased 1.2% ⊕
Number of Students: 2,340

Homeless
Student Group   State
Orange
4.8% suspended at least once
Increased 0.9% ⊕
Number of Students: 42

Socioeconomically Disadvantaged
Student Group   State
Orange
5.4% suspended at least once
Increased 1.7% ⊕
Number of Students: 2,193

White
Student Group   State
Orange
4.1% suspended at least once
Increased 0.8% ⊕
Number of Students: 1,703

Foster Youth
Student Group   State
Red
24.3% suspended at least once
Increased 20.9% ⊕
Number of Students: 37

Two or More Races
Student Group   State
Red
4.3% suspended at least once
Increased 2.5% ⊕
Number of Students: 370

Students with Disabilities
Student Group   State
Red
7.3% suspended at least once
Increased 3.1% ⊕
Number of Students: 587

California Dashboard data is not available for the 2019-20 school year due to school closure.

In the fall of 2018, Orcutt Union School District students in grades 5 and 7 participated in the California Healthy Kids Survey (CHKS), a comprehensive, youth risk behavior and resilience survey. The results are shared below along with the results from the last administration of the test which occurred during fall of 2020:

Results from Grade 5 in 2018:

Table A2.1

Key Indicators of School Climate and Student Well-Being

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

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

†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

¶*Past 12 months.*

Results of Grades 5 & 6 in fall of 2020:

Table A2.1

Key Indicators of School Climate and Substance Use

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
School Engagement and Supports					
School connectedness[†*]	–	–			A6.4
Academic motivation[†]	–	–	88	87	A6.4
Caring adults in school[†]	–	–	84	77	A6.4
High expectations-adults in school[†]	–	–	93	88	A6.4
Meaningful participation[†*]	–	–			A6.4
Interest in schoolwork done at school[†*]	–	–			A6.10
Facilities upkeep[†*]	–	–			A6.12
Parent involvement in schooling[†]	–	–	83	84	A11.2
Social and emotional learning supports[†*]	–	–			A7.1
Anti-bullying climate[†*]	–	–			A9.6
School Safety					
Feel safe at school[†*]	–	–			A9.1
Feel safe on way to and from school[†*]	–	–			A9.1
Been hit or pushed[*]	–	–			A9.2
Mean rumors spread about you[*]	–	–			A9.2
Called bad names or target of mean jokes[*]	–	–			A9.2
Saw a weapon at school[¶*]	–	–			A9.5
School Disciplinary Environment					
Rule clarity[†*]	–	–			A8.2
Students well behaved[†*]	–	–			A8.4
Students treated fairly when break rules[†*]	–	–			A8.1
Students treated with respect[†*]	–	–			A8.1
Substance Use					
Alcohol or drug use[*]	–	–			A12.1
Marijuana use[*]	–	–			A12.1
Cigarette use	–	–			A13.1
Vaping	–	–			A13.1

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

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

[*]*In-School and Hybrid Models only.*

[¶]*Past 12 months.*

Table A2.2

Key Indicators of Student Well-Being, Remote Learning, and Social and Emotional Health

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
Routines					
Late bedtime (after 10 pm)	–	–	21	36	A4.1
Sleep duration (8 hours or more)	–	–	98	95	A4.1
Eating of breakfast∣	–	–	69	90	A14.1
Physical exercise (4 days or more)∥	–	–	71	54	A4.4
Learning from Home					
Average days worked on schoolwork (≥ 5)¶δ	–	–	88	85	A5.1
Synchronous instruction (4 days or more)∥δ	–	–	89	94	A5.1
Interest in schoolwork done from home†δ	–	–	46	44	A6.10
Meaningful opportunities†δ	–	–	58	46	A5.2
Peer Relationships					
Peer supports†	–	–	72	79	A10.3
Virtual peer interactions (4 days or more)∥	–	–	60	58	A4.3
Cyberbullying¶	–	–	14	1	A9.3
Social and Emotional Health					
Frequent sadness†	–	–	10	8	A14.2
Self-efficacy†	–	–	85	82	A10.1
Problem solving†	–	–	74	65	A10.2
Wellness†	–	–	75	77	A10.4

Notes: Cells are empty if there are less than 10 respondents.
∣This morning.
∥Past 7 days.
¶Past 30 days.
δRemote and Hybrid Models only.
†Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."

In Fall 2020, CHKS changed some of the questions. They also allowed sixth graders to participate. Results that could be compared are very similar. While scores are high, these areas are very important and we want to continue to focus on them. One to watch is "Caring adults in school." We will want to make sure that the percentage of students feeling that they have caring adults in school rises. A summary follows.

Area	Grade 5 in 2018 Percent	Grade 5 in 2020 Percent	Grade 6 in 2020 Percent
Academic Motivation	90	88	87
Caring adults in school	75	84	77
High expectations-adults in school	89	93	88
Parent Involvement in schooling	82	83	84

The questions added dealt with information around distance/hybrid learning. Significant findings were that "Interest in schoolwork done from home" and "meaningful opportunities" at home were low (between 44 – 58%). The survey indicated that there were students who experienced cyberbullying. Teachers have been given resources for teaching Digital Citizenship. Next year teachers will be asked to document that they have taught a certain number of Digital Citizenship lessons each school year.

Results from Grade 7 in 2018:

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness[†]	62	70	64	–	A4.6
Academic motivation[†]	74	73	64	–	A4.6
Chronic truancy (twice a month or more often)[§]	2	3	3	–	A4.2
Caring adult relationships[‡]	58	61	70	–	A4.5
High expectations[‡]	74	75	79	–	A4.5
Meaningful participation[‡]	27	25	27	–	A4.5
Facilities upkeep[†]	41	69	58	–	A4.13
Parent involvement in school[†]	57	56	54	–	A4.6
School Safety					
School perceived as very safe or safe	57	72	72	–	A5.1
Experienced any harassment or bullying[§]	41	39	24	–	A5.2
Had mean rumors or lies spread about you[§]	45	39	37	–	A5.3
Been afraid of being beaten up[§]	26	9	7	–	A5.4
Been in a physical fight[§]	14	8	4	–	A5.4
Seen a weapon on campus[§]	16	14	13	–	A5.6
Substance Use and Mental Health					
Current alcohol or drug use[¶]	8	12	24	–	A6.5
Current marijuana use[¶]	3	10	11	–	A6.5
Current binge drinking[¶]	2	5	8	–	A6.5
Very drunk or "high" 7 or more times, ever	1	7	10	–	A6.7
Been drunk or "high" on drugs at school, ever	2	10	10	–	A6.9
Current cigarette smoking[¶]	2	3	0	–	A7.3
Current electronic cigarette use[¶]	5	9	7	–	A7.3
Experienced chronic sadness/hopelessness[§]	32	40	41	–	A8.4
Considered suicide[§]	18	26	21	–	A8.5

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

[†]*Average percent of respondents reporting "Agree" or "Strongly agree."*

[‡]*Average percent of respondents reporting "Pretty much true" or "Very much true."*

[§]*Past 12 months.*

[¶]*Past 30 days.*

Results from Grade 7 in 2020:

Table A2.1

Key Indicators of School Climate and Substance Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness[†*]	55			–	A6.7
Academic motivation[†]	67	69	58	–	A6.7
Monthly Absences (3 or more)[*]	8			–	A6.2
Maintaining focus on schoolwork[†]	35	18	17	–	A6.13
Caring adult relationships[‡]	70	65	65	–	A6.7
High expectations-adults in school[‡]	79	79	73	–	A6.7
Meaningful participation[‡*]	25			–	A6.7
Facilities upkeep[†*]	58			–	A6.16
Promotion of parent involvement in school[†]	59	56	49	–	A6.7
School Safety					
School perceived as very safe or safe[*]	70			–	A8.1
Experienced any harassment or bullying[§*]	21			–	A8.2
Had mean rumors or lies spread about you[§*]	26			–	A8.3
Been afraid of being beaten up[§*]	10			–	A8.3
Been in a physical fight[§*]	10			–	A8.4
Seen a weapon on campus[§*]	0			–	A8.6
Substance Use					
Current alcohol or drug use[¶]	3	5	14	–	A9.5
Current marijuana use[¶]	1	3	10	–	A9.5
Current binge drinking[¶]	1	0	7	–	A9.5
Very drunk or "high" 7 or more times, ever	0	5	10	–	A9.7
Been drunk or "high" on drugs at school, ever	1	4	11	–	A9.9
Current cigarette smoking[¶]	0	1	1	–	A10.3
Current vaping[¶]	2	4	8	–	A10.3

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

[†]*Average percent of respondents reporting "Agree" or "Strongly agree."*

[‡]*Average percent of respondents reporting "Pretty much true" or "Very much true."*

[§]*Past 12 months.*

[¶]*Past 30 days.*

[*]*In-School and Hybrid Models only.*

Table A2.1

Key Indicators of School Climate and Substance Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness[†⊕]	55			–	A6.7
Academic motivation[†]	67	69	58	–	A6.7
Monthly Absences (3 or more)[⊕]	8			–	A6.2
Maintaining focus on schoolwork[†]	35	18	17	–	A6.13
Caring adult relationships[‡]	70	65	65	–	A6.7
High expectations-adults in school[‡]	79	79	73	–	A6.7
Meaningful participation[‡⊕]	25			–	A6.7
Facilities upkeep[†⊕]	58			–	A6.16
Promotion of parent involvement in school[†]	59	56	49	–	A6.7
School Safety					
School perceived as very safe or safe[⊕]	70			–	A8.1
Experienced any harassment or bullying[§⊕]	21			–	A8.2
Had mean rumors or lies spread about you[§⊕]	26			–	A8.3
Been afraid of being beaten up[§⊕]	10			–	A8.3
Been in a physical fight[§⊕]	10			–	A8.4
Seen a weapon on campus[§⊕]	0			–	A8.6
Substance Use					
Current alcohol or drug use[¶]	3	5	14	–	A9.5
Current marijuana use[¶]	1	3	10	–	A9.5
Current binge drinking[¶]	1	0	7	–	A9.5
Very drunk or "high" 7 or more times, ever	0	5	10	–	A9.7
Been drunk or "high" on drugs at school, ever	1	4	11	–	A9.9
Current cigarette smoking[¶]	0	1	1	–	A10.3
Current vaping[¶]	2	4	8	–	A10.3

Notes: *Cells are empty if there are less than 10 respondents.*
[†]*Average percent of respondents reporting "Agree" or "Strongly agree."*
[‡]*Average percent of respondents reporting "Pretty much true" or "Very much true."*
[§]*Past 12 months.*

Positive results include an increase in "Caring adult relationships" from 58% to 70% and "High expectations-adults in school" from 74% to 79%. Areas highlighted in School Safety and Substance Use showed positve changes. This could be the result of school closure.

Throughout school closure and during the opening of our hybrid program, student social emotional well-being has been a major emphasis. Students received at least one social

emotional lesson each week, and often more. Teachers were encouraged and found it very important to make personal connections with students in the distance environment as often as possible. As we move back to in person instruction, social emotional well being will continue to be a major focus. Staff members at each junior high are involved in building the Multi-Tiered System of Supports (MTSS) plan in the area of Social Emotional Well Being. This includes three tiers of focus – classroom, targeted, and intensive. They are building responses for students with behavior issues that include restorative practices, a check-in system for students who benefit from positive adult contact each day, and inviting students to come to a place where they can cool off and/or speak to the counselor if needed. As school opens fully, staffs will continue their work within Positive Behavior Interventions and Supports (PBIS) which works to create classroom and school environment that are inviting, engaging, and safe for students.

With Extended Learning Opportunities Grant Plan funding, we will be choosing a screening program for social emotional well being. A committee will also be formed to choose a social emotional curriculum for students. Teachers will be piloting the Social Emotional and Ethical (SEE) Learning program during summer school.

Beginning with the 2017-18 school year, Orcutt Union School District hired full time counselors to provide individual and group counseling as well as support services for identified students. Counselors employed by the district provide small group and individual counseling for education related concerns (issues impacting learning in the classroom). If the need for more intensive counseling is recommended, the counselors work with local counseling agencies to ensure families have access to licensed counselors to receive support and/or services. If a student is threatening to harm themselves or others, the school psychologist and site administrator conduct a threat assessment and work with the parent and/or local mental health agency to ensure the student receives needed support/services. Support by a behavior specialist was increased to full time in the 2018-19 school year. This person is now a full time district employee and provides support to administrators, teaching staff, students, and parents in need of individual or small group support to be successful behaviorally in all school settings.

Surveys of stakeholders indicate a strong desire to maintain a positive school climate (increase sense of safety and school connectedness and reduce suspensions and expulsions) in the Orcutt Union School District.

Survey on LCAP Priorities Priority: Maintain a positive school climate	
Year	*% Identifying as "High" Priority*
2017	76%
2018	89%
2019	86%
2020	84%
2021	78%

Additional needs/areas of concern in this area include:

- Investigate additional programs to support conflict resolution and leadership such as the Safe School Ambassadors Program, Friend Mediators, etc.
- Provide social media education for students, parents, and staff.
- Provide education for students on vaping (4th-12th).
- Continue implementation of Positive Behavior Intervention System (PBIS) in elementary and junior high schools.
- Identify community resources available for families/students.
- Provide professional development on gender identity education.
- Provide professional development for teachers and explore additional ways to develop the "40 Developmental Assets" in students.
- Provide opportunities for students to interact on campus (buddy bench, extracurricular activities, service clubs, etc.).
- Improve environmental aesthetics (murals, flags, concrete paintings).
- Provide professional development or training for administrators and office staff in the use of suspension codes across the district so data is comparable.
- Increase school connectedness through extracurricular activities and use of social stories.
- Increase counselors to reduce student: counselor ratio.
- Identify more opportunities for community support (high school tutors at junior high and elementary sites).
- Provide professional development on trauma-informed practices for administrators, teachers, and staff.
- Increase student involvement and empower their voice with strategies to improve school climate.
- Implement a district-wide Social-Emotional Curriculum.
- Focus on attendance and suspensions for our at-risk students (foster, homeless, EL, SpEd, and low-socioeconomic).
- Focus on "Caring Adult Relationships".

2021-22 Local Control and Accountability Plan (LCAP) Overview
Orcutt Union School District

State Priorities

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

Local Control Funding Formula

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

Local Control Accountability and Plan

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

Student Enrollment

Ethnicity	Percent of Enrollment
American Indian	0.6%
African American	0.6%
Asian	1.4%
Filipino	1.3%
Hispanic/Latino	51.0%
Pacific Islander	0.3%
White	36.3%
Multiple/No Response	2.5%

Student Group	Percent of Enrollment
English Learners	13.78%
Low Income	44%
Foster Youth	0.6%

Our Community

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

4,002 Students

8 Schools

482 Staff

2021-22 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	$3,237,141.00
Other State Funds	$1,610,000.00
Local Funds	
Federal Funds	$518,447.00
Total Funds	$5,365,588.00

Type	Totals
Personnel	$4,063,815.00
Non-Personnel	$1,301,773.00

2021-22 LCAP Goals and Services

GOAL

1

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

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

1.1	**Teacher on Special Assignment (TOSA) Support** All teachers will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSAs). The TOSAs will support school sites with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2. TOSAs will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English learners, foster youth, homeless, and low income students.	$334,897.00	**English Learners** **Foster Youth** **Low Income**
1.2	**Standards-Based Materials** Standards-based materials will be available to all students. Science curriculum was piloted by teachers in grades K-8 during the 2019-20 and 2020-21 school years. A committee consisting of teachers provided input and guidance for curriculum selection. A TK science program by the same publisher was viewed and chosen by TK teachers. A presentation was made to the School Board and materials were adopted in February of 2021. Teachers received materials and were trained in the new science adoptions at the end of the 2020-21 school year in preparation for the 2021-22 school year. The science adoption materials contain resources for English Learners and students needing academic support.	$75,000.00	**All Students**
1.3	**Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring** Universal screening, formative assessments and MTSS progress monitoring assessments will be administered to students to identify areas of need, effectiveness of program, and to monitor student progress. Data will be analyzed specific to English Learners, foster youth, homeless youth and low income students to determine if instructional strategies are effective. The EduClimber data management program will be utilized to gather, analyze and communicate academic data to staff. Data will be used in placement for intervention/enrichment groups, and to monitor student progress. Data will also be utilized to communicate information regarding student progress with parents and students. NWEA, Acadience, PathBlazer/Compass Learning will be available to individualize instruction as NWEA levels populate to PathBlazer to assist in targeting specific student academic needs.	$129,389.00	**English Learners** **Foster Youth** **Low Income**
1.4	**Professional Learning Communities (PLC)** Professional Learning Community (PLC)/Leadership Team Members will receive a stipend in exchange for attending leadership team meetings, facilitating weekly PLC	$101,296.00	

	team meetings, making regular reports to administration, communicating leadership team decisions to the grade level/department PLC team, and other negotiated duties. The focus of the PLC team and Leadership Team meetings will be on student achievement and meeting the needs of at-risk students, specifically English Learners, foster students, homeless students, English Learners, and low income students.		**English Learners** **Foster Youth** **Low Income**
1.5	**On-Site Intervention** Identified students will receive targeted support through on-site interventions provided by the classroom teacher, hourly intervention teachers, and the grade level teaching team (Tier 1 and 2). TOSAs will provide support for identification of and training in effective, research-based intervention for at-risk youth (ELs, foster/homeless youth, low-income students, and students with disabilities).	$383,153.00	**English Learners** **Foster Youth** **Low Income**
1.6	**Professional Consulting, Support Programs** Professional consulting in the areas of English/Language Arts and Math will be available to teachers and administrators for support in focusing on students who are performing below standard. Programs will be utilized to double and triple-dose students in need of additional instruction and practice. Instruction may also be provided during non-school hours and during breaks in school. Providing strategies in supporting at-risk students including English Learners, foster youth, homeless youth, low income students will be the main focus.	$180,000.00	**English Learners** **Foster Youth** **Low Income**
1.7	**English Language Development (ELD) Support** Provide translation support and access to community/school/district resources through bilingual community liaisons and bilingual staff. Monitor student data and instructional practices. Provide an ELD TOSA to coach teachers in the delivery of designated and integrated ELD and provide resources and support to classroom teachers for newcomers and Long Term English Learners (LTEL).	$171,539.00	**English Learners**
1.8	**Extra Support for Foster/Homeless Students** Small Group and Individual Tutoring will be made available for at-risk foster and homeless youth. Scholarships to participate in enrichment activities will be made available to foster and homeless youth.	$13,000.00	**Foster Youth**
1.9	**Executive Director of Educational Services** All teachers and administrators will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of the Executive Director of Educational Services. The Director will ensure that the MTSS plan is complete and implemented with fidelity. The Director will gather and monitor school site and district data to insure that at-risk students, especially English Learners, foster and homeless youth, students with special needs and low income students are receiving needed interventions and are making adequate progress. The Director will regularly consult with site leadership teams to evaluate, monitor and revise program structures to meet the needs of at-risk students, specifically, English Learners, foster youth, homeless youth, students with special needs and low income students.	$175,000.00	**English Learners** **Foster Youth** **Low Income**
1.10	**Implementation of Summer Extended Learning Opportunities** Students will be offered a two or four week summer session that will focus on reading/math intervention and academic acceleration. Students entering grades 1-6 will be offered a four week session. Students entering TK/K, 7, and/or 8 will be offered a two	$470,000.00	**English Learners**

	week "jump start" session right before school starts. Students in at-risk groups (homeless, foster, EL, students with special needs, and low income) will be given priority enrollment.			**Foster Youth** **Low Income**
1.11	**Extended Learning Opportunities - Instructional Assistants in kindergarten** Instructional assistants will be placed in full day kindergarten classrooms to support academic and behavioral needs of students. Priority for support will be given to at risk students (English Learners, homeless, foster, and low income students).	$165,000.00		**English Learners** **Foster Youth** **Low Income**
1.12	**Implementation of Full Day Kindergarten** Kindergarteners will attend school in a full day schedule. Previously, kindergarten was on a staggered day schedule with an overlap midday.	$0.00		**All Students**
1.13	**Program Specialist** The program specialist will focus on the Multi-Tiered Systems of Support System (MTSS) to focus on the academic and social-emotional needs of our at-risk students (English learners, homeless, foster, students with special needs, and low income students). This person will also focus on Positive Behavioral Interventions and Supports (PBIS) systems to focus on behavior and social emotional needs of our at risk students (English learners, homeless, foster, students with special needs, and low income students).	$126,112.00		**English Learners** **Foster Youth** **Low Income**

GOAL

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

2.1	**Focus on Future Ready Course Opportunities** Career and Technical Education (CTE) Classes will be available to all junior high students. Equitable course access will be available for at-risk students (foster, homeless, EL, low income).	$30,000.00		**English Learners** **Foster Youth** **Low Income**
2.2	**Focus on Future Ready Enrichment Opportunities** E Sports will be available to junior high students with equitable access to students in at-risk groups (foster, homeless, low income, EL). Additional opportunities will be available such as coding, digital media, etc. to all students in all grade levels again with equitable access to students in at-risk groups (foster, homeless, low-income, EL).	$50,000.00		**English Learners** **Foster Youth** **Low Income**

2.3	**Professional Development in Integration of Technology for Future Ready Skills** Teachers will recieve professional development in the integration of technology for future ready skills by TOSAs, consultants, outside workshops/conferences. Priority will be given to technology and PD that focuses on needs of at-risk learners including homeless, foster, EL, low income and students with disabilities.	$40,000.00	**English Learners** **Foster Youth** **Low Income**
2.4	**Technology Devices for Students** Each student will be issued a technology device (chromebook or iPad) to be used at home and at school. Hotspots will be available for students who do not have adequate access to wifi. If wifi cannot be accessible at home, arrangements will be made so that students can be on campus additional time to be able to access wifi.	$700,000.00	**All Students**
2.5	**Creative Learning Environments** Staff will investigate alternatives for creative learning environments, including furniture, technology, physical space, and tools to improve student engagement and learning.	$0.00	**All Students**

GOAL

3

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

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

3.1	**Restructuring Instructional Time** Time is built into the school day for all teaches to meet weekly for at least 60 minutes. In addition, elementary school teachers have a 90 minute weekly block of time to meet. This time for Professional Learning Communities (PLCs) is spent discussing essential learning targets, student achievement data, teacher observations, best practices in instruction, and the use of intervention time to target instruction for our students in at-risk groups (English Learners, foster, homeless, low income, special education). The Director of Educational Services and TOSA analyze student intervention data regularly with a prioritized focus on at risk students (English Learners, homeless, foster, low income, and students with special needs). Funds are used to compensate teachers for increasing their work day.	$644,754.00	**English Learners** **Foster Youth** **Low Income**
3.2	**Professional Development in Universal Design for Learning** Administrators and teachers will receive inservice in UDL to learn strategies to assist students in at-risk groups (SWD, foster, homeless, ELs, low-income) to successfully participate in instruction. Additionally, learning strategies such as Problem-Based Learning, Questioning, Literature Circles, Center-Based Learning, Socratic Instruction, etc. will be considered to engage students.	$5,000.00	**English Learners** **Foster Youth** **Low Income**

GOAL

4

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

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

4.1	**Art/Music provided to students while teachers are in PLC Meetings** Every student in grades K-6 will receive weekly classroom music instruction with a credentialed music teacher. This time will be coordinated with visual arts instruction and physical education to allow teachers to meet in Professional Learning Community groups to focus on student achievement. Professional Development for music teachers will be available. Orcutt Children's Arts Foundation will assist with funding for the art program. Providing PLC time for teachers to discuss student performance will contribute to improving services for at-risk students which include homeless, foster, English Learners, and low income students.	$367,986.00	**English Learners** **Foster Youth** **Low Income**
4.2	**Counseling Services** Continue counseling services at all District schools with credentialed counselors hired directly by the District. Priority for services to target the needs of English Learners, foster/homeless youth, and low-income students.	$359,205.00	**English Learners** **Foster Youth** **Low Income**
4.3	**Implementation of Positive Behavioral Interventions and Supports (PBIS)** PBIS implementation and training for each school will continue. Funds will be used for substitute teachers for attendance at PBIS training as well as the contract with Cal Tac to provide PBIS training. The goal of PBIS is to reduce suspensions and to increase attendance. Attendance and suspension data of at risk students (ELs, foster, homeless, low income) will be closely monitored. The EduClimber data management program will be utilized to gather, analyze and communicate academic data to staff. School leadership teams will analyze this data at least monthly to evaluate/ and modify (as needed) MTSS SEL/Suspension flowchart protocols for individual students (again, with a priority focus on at-risk student groups: EL, foster, homeless, low income, special education).	$58,746.00	**English Learners** **Foster Youth** **Low Income**
4.4	**Focus on Attendance Data** With the direction and support of the district Educational Services Department, schools will collect and analyze attendance data monthly with a priority focus on at-risk student groups (low income, foster, homeless, English learners, and students with special needs). School leadership teams will analyze this data at least monthly to evaluate/ and modify (as needed) attendance incentive opportunities for individual students (again, with a priority focus on at-risk student groups: foster, homeless, English learners, low income, and students with special needs).	$0.00	**English Learners** **Foster Youth** **Low Income**
4.5	**Focus on Positive Behavior/Suspension/Expulsion Data** Under the direction and with the support of the district Educational Services Department, schools will collect and analyze suspension and expulsion data monthly with a priority focus on at-risk student groups (English learners, foster, homeless, special education, low income students). School leadership teams will analyze this data at least monthly to	$0.00	**English Learners**

	evaluate and modify (as needed) MTSS SEL/Suspension flowchart protocols for individual students (again, with a priority focus on at-risk student groups: English learners, foster, homeless, low income, and students with special needs).		Foster Youth Low Income
4.6	**Provide credentialed PE teachers for TK-6 students** Provide additional time for targeted instruction and Professional Learning Communities, especially for English Learners, foster youth, homeless youth, and low income students through the implementation of bi-weekly physical education instruction with credentialed physical education teachers in grades TK-6. Class sizes larger than 50 students will receive support from a PE Classified Instructional Assistant. Materials and equipment will be provided to support equal access to PE standards and programming. The PE program will have a social-emotional focus to target needs of at-risk students (English learners, foster, homeless, low-income).	$515,511.00	English Learners Foster Youth Low Income
4.7	**Parent Square Home/School Communication Platform** Continue district/teacher/parent access to Parent Square.	$20,000.00	All Students
4.8	**Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)** Implementation of weekly enrichment instruction for students encouraging innovation through creativity, critical thinking, collaboration, and communication in grades TK-6 to provide additional time for professional development, Professional Learning Communities, and teacher collaboration, especially focused on meeting the needs of English Learners, foster youth, homeless youth and low income students in grades TK-6. Certificated hourly teachers are contracted and trained to provide instruction to students.	$40,000.00	English Learners Foster Youth Low Income
4.9	**Social Emotional Focus** Under the direction and with the support of the Educational Services Department, Social Emotional Learning (SEL) curriculum will be identified and implemented to all students TK-8. A committee of administrators, teachers, and counselors, will focus on emotional health and well-being of students as the result of school closure. They will recommend professional development and support the implementation of SEL curriculum to all students TK-8 with an extra focus on students in at-risk groups (foster, homeless, students with special needs, English learners, and low income students). (This committee began to be formed in the 2020-21 school year and began meeting as a "Community of Practice" with other districts as guided by the Santa Barbara County Office of Education. Funds will be spent on staff training, programs, release time and materials.	$50,000.00	English Learners Foster Youth Low Income
4.10	**Social Worker** A social worker will be added to the OUSD staff to target and meet the needs of students in at-risk groups (special education, homeless, foster, low-income, and English Learners).	$130,000.00	English Learners Foster Youth Low Income

| 4.11 | **Vice Principal**
A vice principal will be on site at four Title I schools an additional day (supplemental to the number of days provided at non-Title I schools) to coordinate services to target the needs of English learners, foster/homeless youth, and low income students, and to work with the parents of these at-risk students to support academic and behavioral needs. | $30,000.00 | **English Learners**
Foster Youth
Low Income |

Stakeholder Engagement

Various stakeholders participate in the LCAP process including parents and guardians, community members, students, local bargaining units, and educators. The stakeholder engagement process is highly focused on informing stakeholders about the LCAP, reporting district and site-level strategies for LCAP funds, and

Major Changes for 2021-22

Changes to the 2021-22 LCAP include adjustments to expenditures to more closely align with estimated actual costs of the 2021-22 school year. Additions to the plan this year include an Executive Director of Educational Services, a Social Worker, a Program Specialist, additional vice principal support, an emphasis on social emotional well-

We Want to Increase

CAASPP Proficiency Rates
ELPAC Proficiency
EL Re-Classification Rates
Student Participation in the Arts
Technology Integration
Implementation of State Standards
Implementation of 21st Century Skills
Professional Learning Communities
Physical Fitness Test Pass Rate
Attendance Rates

We Want to Decrease

Chronic Absenteeism
Suspensions

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