



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	<p>Teacher on Special Assignment (TOSA) Support All teachers will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSAs). 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.</p>	\$334,897.00	 English Learners Foster Youth Low Income
1.2	<p>Standards-Based Materials Standards-based materials will be available to all students. Science curriculum was piloted by teachers in grades K-8 during the 2019-20 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.</p>	\$75,000.00	 All Students
1.3	<p>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.</p>	\$129,389.00	 English Learners Foster Youth Low Income
1.4	<p>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</p>	\$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 receive professional development in the integration of technology for future ready skills by TOSAs, consultants, outside workshops/conferences. Priority will be given to technology and PD that focuses on needs of at-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 teachers 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	<p>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.</p>	\$367,986.00	 <p>English Learners Foster Youth Low Income</p>
4.2	<p>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.</p>	\$359,205.00	 <p>English Learners Foster Youth Low Income</p>
4.3	<p>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).</p>	\$58,746.00	 <p>English Learners Foster Youth Low Income</p>
4.4	<p>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).</p>	\$0.00	 <p>English Learners Foster Youth Low Income</p>
4.5	<p>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</p>	\$0.00	 <p>English Learners</p>

	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	Major Changes for 2021-22	We Want to Increase	We Want to Decrease
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	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-	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	Chronic Absenteeism Suspensions

Orcutt Union School District

500 Dyer Street • Orcutt, CA | Phone: (805) 938-8900 | Fax: (805) 938-8919 | Email: jpayne@orcutt-schools.net
Website: www.orcutt-schools.net