



# 2021-22 Local Control and Accountability Plan (LCAP) Overview

## Orcutt Academy Charter School

### 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	0.2%
African American	0.8%
Asian	2.3%
Filipino	2.3%
Hispanic/Latino	38.7%
Pacific Islander	0.6%
White	47.4%
Multiple/No Response	1.3%
Student Group	Percent of Enrollment
English Learners	%
Low Income	%
Foster Youth	%

### Our Community



**Orcutt, Santa Maria, Los Alamos,  
Casmalia  
Communities Served**



**871**

**Students**



**3 Sites**

**Schools**



**55**

**Staff**

### 2021-22 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$464,376.00
Other State Funds	\$340,000.00
Local Funds	
Federal Funds	
<b>Total Funds</b>	<b>\$804,376.00</b>
Type	Totals
Personnel	\$517,660.00
Non-Personnel	\$286,716.00



## 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 Priorities:** OUSD Strategic Plan, Orcutt Academy Charter

1.1	<p><b>Teacher on Special Assignment (TOSA) Support</b></p> <p>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). TOSAs from the district's Educational Services Department and a TOSA from OAHS focusing on math 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>	\$41,111.00	 <p><b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b></p>
1.2	<p><b>Standards-Based Materials</b></p> <p>Standards-based materials will be available to all students. Science curriculum was piloted by teachers in grades K-8 during the 2019-2020 and 2020-2021 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 2021. Teachers received materials and were trained in the new science adoptions at the end of the 2020-2021 school year in preparation for the 2021-2022 school year. The science adoption materials contain resources for English Learners and students needing academic support.</p>	\$15,000.00	 <p><b>All Students</b></p>
1.3	<p><b>Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring</b></p> <p>Universal screenings, 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>	\$10,000.00	 <p><b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b></p>

1.4	<b>Professional Learning Communities (PLC)</b> 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 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.	\$4,200.00	 English Learners Foster Youth Low Income
1.5	<b>On-Site Intervention</b> 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).	\$26,278.00	 English Learners Foster Youth Low Income
1.6	<b>Professional Consulting, Support Programs</b> 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 reteach and reteach again 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.	\$14,183.00	 English Learners Foster Youth Low Income
1.7	<b>English Language Development (ELD) Support</b> 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).	\$8,707.00	 English Learners
1.8	<b>Extra Support for Foster/Homeless Students</b> 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. Cost incorporated into Goal 1, Action 5	\$8,533.00	 Foster Youth
1.9	<b>Executive Director of Educational Services</b> 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 executive 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 executive 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.		 English Learners Foster Youth Low Income

1.10	<b>Implementation of Summer Extended Learning Opportunities</b> Students will be offered summer programming that will focus on reading/math intervention and academic acceleration. Students entering grades 1-6 will be offered a four-week summer school. Students entering TK/K, 7, 8, and 9 will be offered a two week "jump start" session right before school starts. A seven-week credit recovery program will be available to OAHS students in grades 10-12 who need to recover credit. In all summer programming students in at-risk groups (homeless, foster, EL, students with special needs, and low-income) will be given priority enrollment.	\$70,000.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
1.11	<b>Extended Learning Opportunities - Instructional</b> An instructional assistant will be placed in the TK/K class at OAK-8 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).	\$35,000.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
1.12	<b>Program Specialist</b> 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 also will 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).	\$15,000.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>



## 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 Priorities:** OUSD Strategic Plan, Orcutt Academy Charter

2.1	<b>CTE Programming</b> OAHS will launch a Career and Technical Education (CTE) pathway in the industry of Information Communications and Technology. OAK-8 will implement CTE curriculum based on the Project Lead the Way unit Design and Modeling. Equitable course access will be available for at-risk students (foster, homeless, EL, low income).	\$50,000.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
2.2	<b>Focus on Future Ready Enrichment Opportunities</b> E-sports will be available to high school and 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).	\$15,000.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>

2.3	<b>Professional Development in Integration of Technology for Future Ready Skills</b> 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-promise learners including homeless, foster, EL, low income and students with disabilities.	\$5,500.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
2.4	<b>Technology Devices/Access for Students</b> 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.	\$100,000.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
2.5	<b>Creative Learning Environments</b> Staff will investigate alternatives for creative learning environments, including furniture, technology, physical space, and tools to improve student engagement and learning.	\$0.00	 <b>All Students</b>


## 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 Priorities: OUSD Strategic Plan, Orcutt Academy Charter**

3.1	<b>Restructuring Instructional Time</b> Time is built into the school day for all teaches to meet weekly for at least 60 minutes. In addition, OAK-8 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-promise groups (English Learners, foster, homeless, low income, special education). The Executive Director of Educational Services and TOSAs will analyze student intervention data regularly with a prioritized focus on at-promise students (English Learners, homeless, foster, low income, and students with special needs). Funds are used to compensate teachers for increasing their work day.	\$83,173.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
3.2	<b>Professional Development in Universal Design for Learning</b> Administrators and teachers will receive inservice in Universal Design for Learning (UDL) to learn strategies to assist students in at-promise 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 Seminars, etc. will be considered to engage students.	\$0.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>

## 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 Priorities:** OUSD Strategic Plan, Orcutt Academy Charter

4.1	<b>Counseling Services</b> Continue counseling services at OAHS with guidance counselors hired by the district to provide support with academic planning, postsecondary planning, and social/emotional needs. Continue access by OAK-8 and OAIS to a counselor who can assist with social/emotional needs and future planning. Priority for all counseling services to target the needs of English Learners, foster/homeless youth, and low-income students.	\$167,143.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
4.2	<b>Focus on Attendance Data</b> 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-promise 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-promise student groups: foster, homeless, English Learners, low-income, and students with special needs).	\$0.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
4.3	<b>Focus on Behavior/Suspension/Expulsion Data</b> Under the direction and with the support of the district Educational Services Department, schools will collect and analyze behavior referral, suspension, and expulsion data monthly with a priority focus on at-promise student groups (English Learners, foster, homeless, special education, low income 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).	\$0.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
4.4	<b>Provide credentialed PE teachers for TK-8 students</b> 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-8 at OAK-8. Class sizes larger than 50 students will receive support from a 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-promise students (English Learners, foster, homeless, low-income).	\$40,440.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
4.5	<b>Arts Programming for Students</b> 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	\$17,488.00	



	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 and foster youth, English Learners, and low income students.		English Learners Foster Youth Low Income
4.6	<b>Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)</b> 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.	\$28,620.00	 English Learners Foster Youth Low Income
4.7	<b>Social Emotional Focus</b> 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 wellbeing of students as the result of school closure. They will recommend professional development and support the implementation of SEL curriculum to all students with an extra focus on students in at-risk groups (foster and homeless youth, students with special needs, English Learners, and low income students). (This committee began to be formed in the 2020-2021 school year and began meeting as a "Community of Practice" with other districts as guided by the Santa Barbara Education Office.)  Funds will be spent on staff training, programs, release time, and materials.	\$20,000.00	 English Learners Foster Youth Low Income
4.8	<b>Parent Square Home/School Communication Platform</b> Continue district/teacher/parent access to Parent Square	\$4,000.00	 All Students
4.9	<b>Social Worker</b> 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).	\$25,000.00	 English Learners Foster Youth Low Income

### **Stakeholder Engagement**

- Orcutt Academy School Advisory Council
- Students
- Parents/guardians
- Teachers
- Classified employees
- Administrators

### **Major Changes for 2021-22**

- CTE programming
- Executive Director of Educational Services
- District Social Worker

### **We Want to Increase**

- CAASPP proficiency rates
- UC a-g compliance by high school graduates
- ELPAC proficiency
- EL re-classification rates
- CTE programming
- Technology integration
- Student attendance

### **We Want to Decrease**

- Chronic absenteeism
- Suspensions

#### **Orcutt Academy Charter School**

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Website: [www.orcuttschools.net](http://www.orcuttschools.net)



# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Orcutt Academy Charter School
<b>CDS Code:</b>	42692600116434
<b>LEA Contact Information:</b>	Name: Joseph Dana Position: Director of Charter Programs Email: jdana@orcutt-schools.net Phone: 805-938-8934
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$8325494
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$464376
<b>All Other State Funds</b>	\$1015053
<b>All Local Funds</b>	\$171501
<b>All federal funds</b>	\$32201
<b>Total Projected Revenue</b>	\$9,544,249

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$9191189
<b>Total Budgeted Expenditures in the LCAP</b>	\$804376
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$464376
<b>Expenditures not in the LCAP</b>	\$8,386,813

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$519521
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$623598

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$0
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$104,077

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	The percentage of high needs students served at the Orcutt Academy Charter School is less than 30%. Accordingly, we do not receive a great deal of Supplemental funding, we do not receive any Concentration funding. The majority of our expenditures, including salaries, supplies, and services, are not included in the LCAP document.

# LCFF Budget Overview for Parents

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

CDS Code: 42692600116434

School Year: 2021-22

LEA contact information:

Joseph Dana

Director of Charter Programs

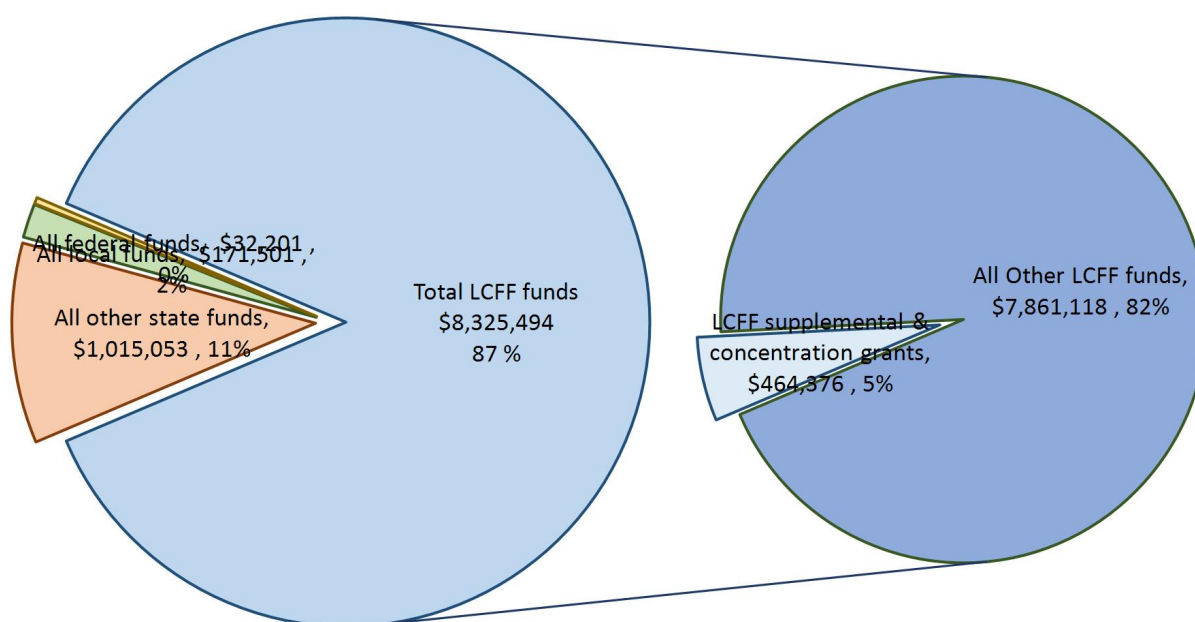
[jdana@orcutt-schools.net](mailto:jdana@orcutt-schools.net)

805-938-8934

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



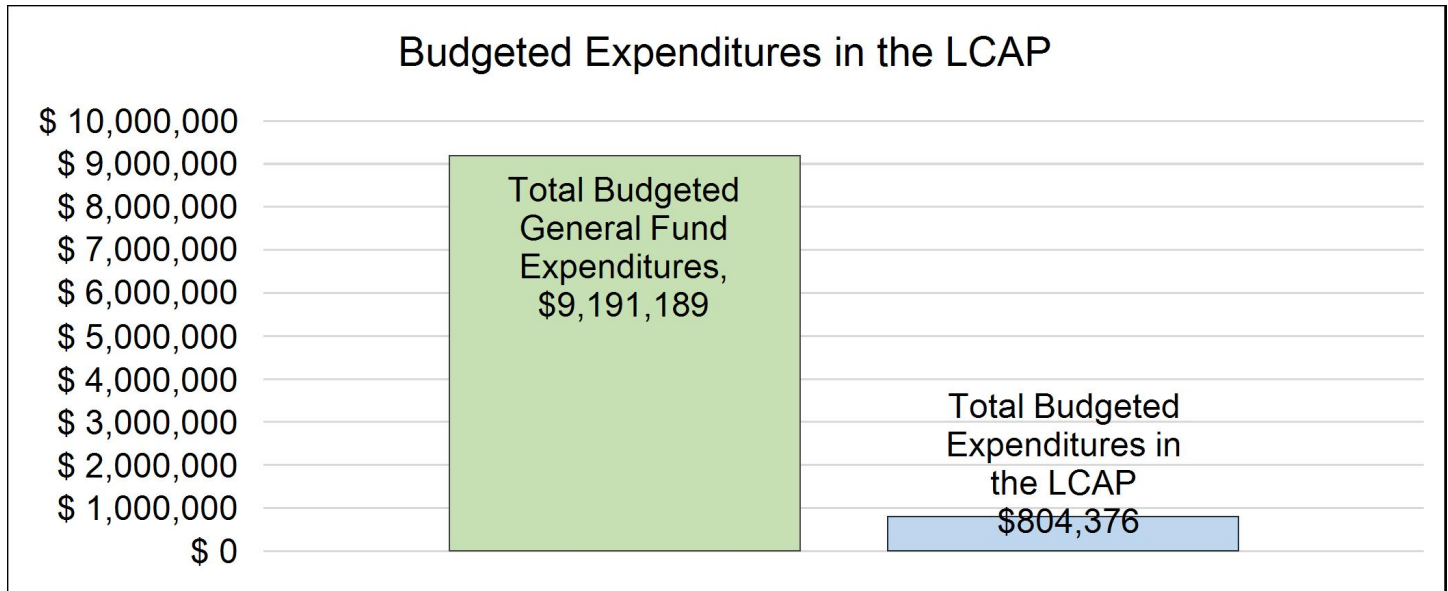
This chart shows the total general purpose revenue Orcutt Academy Charter School expects to receive in the coming year from all sources.

The total revenue projected for Orcutt Academy Charter School is \$9,544,249, of which \$8325494 is Local Control Funding Formula (LCFF), \$1015053 is other state funds, \$171501 is local funds, and \$32201 is

federal funds. Of the \$8325494 in LCFF Funds, \$464376 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Orcutt Academy Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Orcutt Academy Charter School plans to spend \$9,191,189 for the 2021-22 school year. Of that amount, \$804,376 is tied to actions/services in the LCAP and \$8,386,813 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

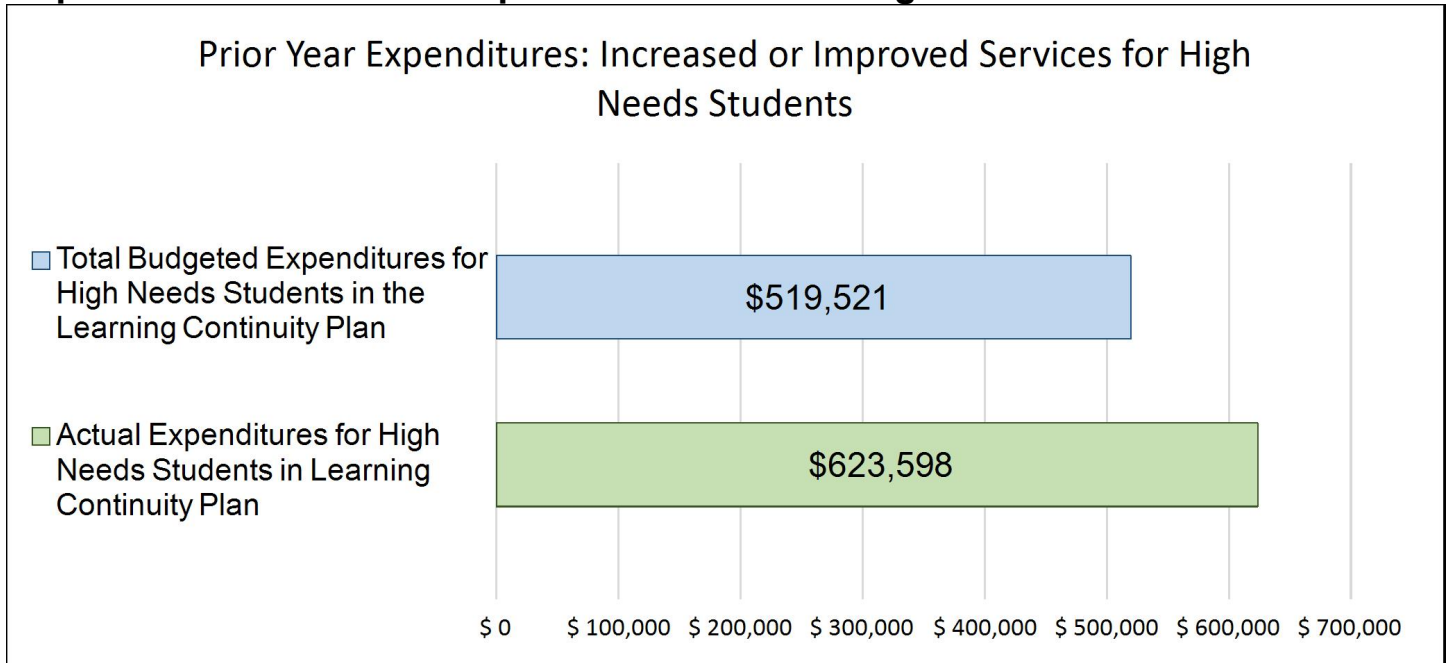
The percentage of high needs students served at the Orcutt Academy Charter School is less than 30%. Accordingly, we do not receive a great deal of Supplemental funding, we do not receive any Concentration funding. The majority of our expenditures, including salaries, supplies, and services, are not included in the LCAP document.

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

In 2021-22, Orcutt Academy Charter School is projecting it will receive \$464,376 based on the enrollment of foster youth, English learner, and low-income students. Orcutt Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Orcutt Academy Charter School plans to spend \$464,376 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



This chart compares what Orcutt Academy Charter School 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 Academy Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Orcutt Academy Charter School's Learning Continuity Plan budgeted \$519,521 for planned actions to increase or improve services for high needs students. Orcutt Academy Charter School actually spent \$623,598 for actions to increase or improve services for high needs students in 2020-21.



## **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 Academy Charter School	Joseph Dana Director of Charter Programs	jdana@orcutt-schools.net 805-938-8934

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

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> CAASPP – E/LA % Students met/ exceeded standard  <b>19-20</b> Increase student performance for all students and each subgroup by 2% each year in the area of E/LA as measured by the CAASPP and reported on the California School Dashboard  <b>Baseline</b> 2016 CAASPP Results (% proficient or above, grades 3-8 and 11) 69%   All Students 23%   English Learners 56%   Low SES N/A   Foster Youth 31%   SPED	2019 CAASPP Results (% proficient or above, grades 3-8 and 11) 64.1% All Students (245 students grades tested) 7.1%   English Learners (14 students grades tested) 45.7% Low SES (81 students grades tested) N/A   Foster Youth 25.0% SPED (28 students in grades tested)  On the California School Dashboard, data is reported in terms of "Distance from Level 3" or minimum proficiency standards. Performance on the CAASPP - ELA for each student group is reported below: All Students - maintained 1.8 points, 26.2 points above Level 3 Low SES - declined 13.6 points, 10.4 points below Level 3 Other subgroups had no performance color
<b>Metric/Indicator</b> CAASPP – Math % Students met/ exceeded standard	2019 CAASPP Results (% proficient or above, grades 3-8 and 11)

Expected	Actual
<p><b>19-20</b> Increase student performance for all students and each subgroup by 2% each year in the area of Mathematics as measured by the CAASPP and reported on the California School Dashboard</p> <p><b>Baseline</b> 2016 CAASPP Results (% proficient or above, grades 3-8 and 11) 49% All Students 8% English Learner 37% Low SES NA Foster Youth 0% SPED</p>	<p>48.4% All Students (245 students grades tested) 14.3% English Learners (14 students grades tested) 22.0% Low SES (81 students grades tested) NA Foster Youth 14.3% SPED (28 students in grades tested)</p> <p>On the California School Dashboard, data is reported in terms of "Distance from Level 3" or minimum proficiency standards. Performance on the CAASPP - Math for each student group is reported below: All Students - declined 6 points, 13.6 points below Level 3 Low SES - declined 30.2 points, 57.6 points below Level 3 Other subgroups had no performance color</p>
<p><b>Metric/Indicator</b> University of California a-g compliance by graduating seniors</p> <p><b>19-20</b> The percent of graduating seniors meeting UC a-g requirements will increase by 2% each year</p> <p><b>Baseline</b> 79%</p>	<p>Class of 2020 59% UC a-g compliant</p>
<p><b>Metric/Indicator</b> Re-designation Rate for English Learners (EL to RFEP)</p> <p><b>19-20</b> At least one English Learner will be re-designated each year</p> <p><b>Baseline</b> 4.3% of district's English Learners were re-designated during 2016-2017 school year. One OA student was redesignated.</p>	<p>No English Learners at OA were redesignated in 2019-2020.</p>
<p><b>Metric/Indicator</b></p>	<p>Data is reported on the California Dashboard as determined by student performance on the ELPAC. The ELPAC has four levels</p>

Expected	Actual
<p>English Learner Progress</p> <p><b>19-20</b> 75% of English Learners will make progress toward English proficiency as reported on the California School Dashboard</p> <p><b>Baseline</b> California School Dashboard 78.9% of English Learners (19 in number) made progress toward English proficiency</p>	<p>to report English Language Proficiency. For accountability purposes, the four ELPAC levels were divided into six ELPI levels to determine whether English learners made progress toward English language proficiency.</p> <p>Number of EL students: 22 68.2% are making progress toward English language proficiency Performance level: Low This group did not receive a performance color on the dashboard.</p>
<p><b>Metric/Indicator</b> % of Highly Qualified Teachers that are Appropriately Assigned</p> <p><b>19-20</b> 100% of Orcutt Academy teachers will be highly qualified and appropriately assigned</p> <p><b>Baseline</b> 2016-2017: All teachers are appropriately assigned and all but one highly qualified.</p>	<p>100% of Orcutt Academy teachers are highly qualified and appropriately assigned</p>
<p><b>Metric/Indicator</b> % of schools meeting all FIT requirements</p> <p><b>19-20</b> 100% of Orcutt Academy campuses will meet FIT requirements</p> <p><b>Baseline</b> 2016-2017: All Orcutt Academy campuses met FIT requirements</p>	<p>For 2019-2020 all Orcutt Academy campuses met FIT requirements with the exception of the campus that houses OAK-8. While the campus 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 is currently receiving upgrades funded by Measure G.</p>
<p><b>Metric/Indicator</b> % of students with access to instructional materials</p> <p><b>19-20</b> 100% of OA students will have access to standards-aligned materials</p> <p><b>Baseline</b></p>	<p>For the 2019-2020 school year, 100% of students had access to standards-aligned instructional materials.</p>

Expected	Actual
2016-2017: 100% of OA students had access to district-adopted materials that were standards-aligned	
<b>Metric/Indicator</b> % of students with access to required course of study  <b>19-20</b> 100% of OA students will have access to required course of study  <b>Baseline</b> 2016-2017: 100% of OA students had access to required course of study	For the 2019-2020 school year, 100% of students had access to the required course of study.

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>All teachers will be supported in teaching the new Common Core State Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSAs).</p> <p>In grades K-8, TOSAs will support OAK-8 and OA Independent Study with the implementation of Response to Intervention, targeted intervention, and best practices in effective instructional strategies for Tier 1 and Tier 2. TOSAs also will provide support for identification of and training in effective, research-based interventions.</p> <p>TOSA support will include one section of TOSA support from an OAHS math teacher. This teacher will provide support with adoption of new math materials, targeted intervention in math, and parent education.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$2,400</p> <p>1000-1999: Certificated Personnel Salaries Base \$17,500</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$3,624</p> <p>1000-1999: Certificated Personnel Salaries Base \$35,720</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Standards-based materials will be available to all students. Science materials will be evaluated and possibly piloted/purchased.	Science Materials Adoption and Consumables/Materials Replacement Base \$95,000	0
Universal screenings, formative assessments and Multi-Tiered Systems of Support (MTSS) progress monitoring assessments will be administered to students to identify areas of need, effectiveness of program, and monitor student progress. Data will be analyzed specific to English Learners, foster youth, and low-income students, to determine if instructional strategies are effective, to use in placement for intervention/enrichment groups, and to monitor student progress. Data will also be utilized to communicate information on student progress with parents and students. School-based assessments will include DIBELS in grades K-8, NWEA reading and math tests in grades 1-8, and the PSAT in English and Math for grades 9-11.	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,756 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,307 5800: Professional/Consulting Services And Operating Expenditures Other \$7,160	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,397 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,678 5800: Professional/Consulting Services And Operating Expenditures Other \$1,977
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.	1000-1999: Certificated Personnel Salaries Supplemental \$13,750	1000-1999: Certificated Personnel Salaries Supplemental \$10,014
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,	1000-1999: Certificated Personnel Salaries Supplemental \$550	0
At OAK-8 and OAHS, identified students will receive targeted support through on-site interventions provided by the classroom teacher and the grade-level or departmental team (Tiers 1 and 2). OA Independent Study will continue to plan support center time in reading and mathematics following blended classes. OAHS will continue its implementation of a weekly Specialized Instruction (SPIN) period and afterschool intervention/tutoring classes.  TOSAs will provide support for identification of and training in effective, research-based interventions.	1000-1999: Certificated Personnel Salaries Supplemental \$49,600	1000-1999: Certificated Personnel Salaries Supplemental \$41,317

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide designated and integrated English Language Development (ELD) in the regular classroom setting utilizing the district adopted curriculum. Provide translation support for and access to community/school/district resources through bilingual community liaisons and bilingual staff. Monitor student data and instructional practices. Provide an ELD TOSA to coach teachers for integrated ELD and provide resources and support to classroom teachers for Newcomer and LTEL students.	4000-4999: Books And Supplies Supplemental \$550	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.

In the wake of school closure due to COVID-19, we were continually hopeful that schools would be able to re-open soon. COVID-19 relief funding was utilized to provide technology, communication access, curriculum support, protective equipment, and more.

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

The transition to distance learning in March 2020, while daunting, was a success. Technology devices were issued to any students who needed a device. In Fall 2020, students at OAHS and OAK-8 were issued devices, with OAHS students receiving new Chromebooks that they will be able to keep when done using. Hotspots were issued to households where internet access was needed. Classroom textbooks 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.

At OAHS and OAK-8, 90 minutes of Professional Learning Community (PLC) time was scheduled for each grade level and department (as well as for Special Education staff) on Mondays. This time was the same for each grade level and department so that cross-grade-level and interdepartmental teams could easily meet to increase collaboration opportunities.

TOSAs provided professional development to assist teachers in providing instruction via distance learning in March 2020. Large-group, small-group and individual instruction and assistance was provided to teachers and staff as necessary. In August 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 p.m.) 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 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 learning acceleration during Summer 2020. She also was 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 2020-2021 school year from seven to five. 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 grades K-6 according to our Multi-Tiered Systems of Support (MTSS) Plan. Intervention (hourly support) teachers were assigned to OAK-8 and OA Independent Study, and they worked with students via Zoom online platform from September through May. Foster, homeless, and low-income students were considered first for intervention and their progress was closely monitored.

While district K-6 teachers piloted and chose McGraw Hill Inspire as the Science curriculum, due to budget cuts this science curriculum was not purchased for the 2020-2021 school year. Studies Weekly Science was provided for science curriculum. McGraw Hill Inspire ultimately was purchased for the 2021-2022 school year. Teacher training for McGraw Hill Inspire occurred prior to the end of the 2020-2021 school year. During the 2020-2021 school year, junior high school teachers piloted and chose Amplify Science as the preferred science curriculum. This was purchased for the 2021-2022 school year. Training took place before the end of the 2020-2021 school year.

One TOSA was designated as a TOSA for support of English Learners. Imagine Learning was purchased with CARES funds 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 intervention 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 were formed at OAHS and OAK-8 for students who had been unsuccessful in distance learning. Student engagement as well as academic success were analyzed as criteria for choosing students. Foster and homeless students were chosen first for participation in small-group cohorts.

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 7: Course Access (Conditions of Learning)

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

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Completion of technology integration academy (Digital Media, iPad, Chromebook)</p> <p><b>19-20</b> The number of teachers successfully completing training in the use of technology in their classrooms will increase by 2.</p> <p><b>Baseline</b> 2014-2015 = 18% of District Teachers (30/164) 2015-2016 = 22% of District Teachers (44/200) 2016-2017 = 20% of District Teachers (43/212) In 2016-2017, 6 additional OA teachers participated in district tech academies.</p>	<p>The number of district teachers who participated in a technology integration academy in 2019-2020 is as follows: Digital Media Academy - 4 iPad Academy - 11 Chromebook Academy - 9 The District also offered a STEAM Leader Academy, which has 22 teachers currently enrolled. In 2019-2020, OA had 1 teacher participate in the Digital Media Academy, 1 in the iPad Academy, and 1 in the STEAM Leader Academy.</p> <p>140 teachers have participated in academies since the 2014-2015 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).</p>
<p><b>Metric/Indicator</b> Student:Computer Ratio</p> <p><b>19-20</b> Technology access at sites will be increased in association with teacher participation in district academies and other professional development. The ratio of students to technology device (PC,</p>	<p>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.</p>

Expected	Actual
<p>laptop, or tablet) will be reduced by at least .2:1 at each OA site working toward a ratio of 1:1.</p> <p><b>Baseline</b> 2016-2017 = 1.2:1 Districtwide</p> <p>OAK-8 = 0.9:1 OAHS = 1.4:1</p> <p>In 2016-2017, 200 additional devices (iPads, MacBooks, and Chromebooks) were deployed at OA sites</p>	
<p><b>Metric/Indicator</b> SAMR Rating</p> <p><b>19-20</b> Using the SAMR model during classroom walkthroughs, a decrease of 2% of classrooms not utilizing and/or using the Substitution model will be observed each year.</p> <p>Evidence of the transformational use of technology in classrooms will increase by 2% each year.</p> <p><b>Baseline</b> 2016-2017 district results: 1.20% Redefinition 19.28% Modification 20.72% Augmentation 21.69% Substitution 27.11% Not using technology</p> <p>50.91% of classrooms were using technology with a connection to the lesson as measured by classroom walkthrough</p>	<p>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 1,700 devices were checked out and over 80 households assisted with regard to internet access (requested a hot spot).</p> <p>For the Device-Student Ratio, the following information was collected by OA school site.</p> <p>OAK-8, 1.4 device-student ratio OA Independent Study, 1.1 device-student ratio OAHS, 1.2 device-student ratio</p>

Expected	Actual

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Integrate 21st Century Learning Skills into PLC meetings and other teacher meetings as an integral part of high quality instruction and to increase student engagement (Critical Thinking, Collaboration, Creativity, Communication).	0	0
<p>Increased access to technology for students in the classroom, before and after school, and in the home through open facilities and devices available for student use outside of the school day.</p> <p>Continue to link addition of technology devices to teacher participation in district academies and other district-provided professional development.</p> <p>Continue to offer before-school Makerspace supervision at OAHS and during-school Makerspace availability at OAK-8.</p>	<p>4000-4999: Books And Supplies Supplemental \$30,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$2,000</p>	<p>4000-4999: Books And Supplies Supplemental \$1,867</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$473</p>

## Goal Analysis

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

In the wake of school closure due to COVID-19, we were continually hopeful that schools would be able to re-open soon. COVID-19 relief funding was utilized to provide technology, communication access, curriculum support, protective equipment, and more.

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 2020 as well as August 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 creativity 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 expression. Student Councils, and PTSAs 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:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            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)</p> <p><b>19-20</b>            Self-reported scores by PLC teams will increase in at least 4/5 categories each year.</p> <p><b>Baseline</b>            Self Rating Score as recorded by grade level and departmental PLC teams in the district in Spring 2017:</p> <p>Essential Standards 3.8            PLC Teams 4.1            Use of Data 3.9            Use of CFA 3.8            RtI 3.9</p>	<p>Time was built into the school day for all teachers to meet weekly in Professional Learning Communities for discussion of essential standards, development of Common Formative Assessments, analysis of data, and development of interventions. OAK-8 teachers also participated in a 90-minute weekly PLC meeting focused on Tier 1 instruction (essential learning, student achievement data, teacher observations, best practices in instruction, etc.).</p> <p>Due to COVID-19 school closures, self-assessment data was not able to be collected for the 2019-2020 school year.</p>

Expected	Actual
<p><b>Metric/Indicator</b> Number of OAHS students participating in job shadowing and/or career exploration via the school's Get Focused...Stay Focused! program</p> <p><b>19-20</b> OAHS will continue to have all students participating in career exploration via the Get Focused...Stay Focused! program. Increase by 10 the number of students doing job shadowing.</p> <p><b>Baseline</b> 100% involved in career exploration. None involved in direct job shadowing in 2016-2017.</p>	<p>The OAHS Get Focused...Stay Focused! program continued to engage students in career research but was not able to organize job shadowing experiences.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide opportunities for restructuring instructional time during the day. Continue weekly, 60-minute PLC meetings for OAK-8 and OAHS teachers. As possible, implement PLC team for OA Independent Study teachers.	1000-1999: Certificated Personnel Salaries Supplemental \$69,000	1000-1999: Certificated Personnel Salaries Supplemental \$82,455
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	0	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.

N/A

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

At OAHS and OAK-8, 90 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 other grade-level or departmental teams as desired. 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 professional development in the areas of Problem-Based Learning, Document-Based Questioning, Blended Learning, Literature Circles, Center-Based Learning, and other topics planned prior to the pandemic. Teachers who had attended our STEAM Leader Academy were more able to implement these types of lessons. The OAK-8 media specialist presented makerspace and STEM challenges to students on a library website.

Student daily schedules were built to incorporate opportunities for large-group, small-group, and individual instruction as well as to be easily transferred from distance to blended schedules. Mondays included time for relationship-building and social/emotional curriculum, a designed ELD session for English Learners, and Professional Learning Community (PLC) time for teachers. Teachers also could provide small-group and individual support for students on Mondays. At OAK-8, 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. The OAHS schedule featured three periods a day, Tuesday through Friday, so students had one weekly extended session with each of their six classes. Cohort A attended extended-session classes on Tuesdays and Thursdays, while Cohort B attended on Wednesdays and Fridays. Additionally, all students started each morning with their Spartan Homeroom. All students received daily live interaction in alignment with state guidelines for learning during COVID-19.

During the pandemic OA Independent Study had all its students on a home study model following the state's guidelines for non-classroom-based independent programs. In April and May, OAIS was able to offer some in-person opportunities to students whose families sought that.

## Goal 4

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

State and/or Local Priorities addressed by this goal:

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

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

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Percentage of OAHS sophomores and juniors who can identify a college major they are interested in</p> <p><b>19-20</b>            The school will raise by 5 the percentage of OAHS sophomores and juniors who can identify a college major, career, and college/university they are interested in.</p> <p><b>Baseline</b>            2014-2015: 20% sophomores,            35% juniors            2015-2016: 78% sophomores,            85% juniors            2016-2017: 70% sophomores,            75% juniors</p>	<p>Due to COVID-19 this data was not collected in 2019-2020. In the 2018-2019 school year, 91% of OAHS sophomores and 92% of OAHS juniors could identify a college major they are interested in.</p>
<p><b>Metric/Indicator</b>            Attendance Rate</p> <p><b>19-20</b>            Attendance rates for chronically absent students, and for all students will be maintained and/or improved.</p> <p><b>Baseline</b></p>	<p>2018-2019: OAK-8, 95.8%            OAHS, 97.4%</p>

Expected	Actual
2014-2015: OAK-8, 96.1%; OAHS, 97.5% 2015-2016: OAK-8, 95.8%; OAHS, 97.8%	
<b>Metric/Indicator</b> Suspension/Expulsion Rate <b>19-20</b> Maintain/decrease current suspension/expulsion rates for all students and for each subgroup. <b>Baseline</b> 2014-2015: 2.4% Suspension, 0% expulsion	Student Group Suspension Information as reported by the Data Quest website for the 2019-2020 school year (including school closure time): 1.5% - All Students 0.9% - Hispanic or Latino 1.5% - White 2.4% - Two or More Races 0% - English Learners 1.1% - Socioeconomically Disadvantaged NA% - Foster Youth NA% - Homeless 2.5% - Students with Disabilities  Expulsions remained at 0%
<b>Metric/Indicator</b> Parent Survey (LCAP Survey 2 on Parent Engagement) <b>19-20</b> Increase % of parents reporting communication they received from their child's school was Good/Excellent will increase by 2% each year <b>Baseline</b> 2017 ratings of school communication level: 37.3% Excellent 46.3% Good 14.9% Fair 1.5% Poor	LCAP Survey 2 was not given during the 2019-2020 school year.  2019 ratings of school communication level: 29.9% Excellent 42.9% Good 19.5% Fair 7.8% Poor

Expected	Actual
<p><b>Metric/Indicator</b> % students scoring in Healthy Fitness Zone (HFZ) on Physical Fitness Test</p> <p><b>19-20</b> By June 30, 2020, the percent of students scoring in the Healthy Fitness Zone (HFZ) will increase by 2% for all areas below 80%</p> <p><b>Baseline</b> 2015-2016 fitness testing data Grade 5 Statistically insignificant Grade 7 85% Abdominal Strength 95% Trunk Extension Strength 40% Upper Body Strength 35% Aerobic Capacity 50% Body Composition 80% Flexibility Grade 9 95% Abdominal Strength 96% Trunk Extension Strength 90% Upper Body Strength 72% Aerobic Capacity 74% Body Composition 90% Flexibility</p>	<p>Fitness testing was not completed for the 2019-2020 school year.</p> <p>2018-2019 fitness testing data</p> <p>Grade 5 93.8% Abdominal Strength 100% Trunk Extension Strength 68.8% Upper Body Strength 75% Aerobic Capacity 56.2% Body Composition 62.5% Flexibility</p> <p>Grade 7 84.2% Abdominal Strength 100% Trunk Extension Strength 47.4% Upper Body Strength 47.4% Aerobic Capacity 47.4% Body Composition 47.4% Flexibility</p> <p>Grade 9 98.6% Abdominal Strength 98.0% Trunk Extension Strength 88.5% Upper Body Strength 76.4% Aerobic Capacity 75.7% Body Composition 87.8% Flexibility</p>
<p><b>Metric/Indicator</b> Middle school dropout rate</p> <p><b>19-20</b> Maintain current middle school dropout rate of 0%</p> <p><b>Baseline</b></p>	<p>2019-2020 0%</p>



Expected	Actual
2016-2017 0%	
<b>Metric/Indicator</b> Chronic absenteeism rate <b>19-20</b> Decrease chronic absenteeism by 2% for "All Students" and the SED and SWD subgroups <b>Baseline</b> 2016-2017 All Students 7.0% SED 11.2% Students with Disabilities 5.6% English Learners 3.8%	2018-2019 Chronic Absenteeism Rate 8.7% - All Students 17.9% - English Learners NA - Foster Youth NA - Homeless 14.2% - Socioeconomically Disadvantaged 16.2% - Students with Disabilities

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to implement Get Focused...Stay Focused! Program at OAHS	1000-1999: Certificated Personnel Salaries Base \$147,500	
Provide opportunities within the visual and performing arts (VAPA) for all students  Classroom music instruction for students at OAK-8  Arts Attack lessons for students at OAK-8	1000-1999: Certificated Personnel Salaries Supplemental \$34,000	1000-1999: Certificated Personnel Salaries Supplemental \$17,364
Continue guidance counseling efforts, including the additional counselor at OAHS implemented in 2017-2018 and the staff counseling position	1000-1999: Certificated Personnel Salaries Supplemental \$83,000	1000-1999: Certificated Personnel Salaries Supplemental \$105,080

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
shared by OAK-8. Priority for services will be given to the needs of English learners, foster youth, and low-income students.  Continue Naviance counseling/guidance program	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,369	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,724
Improve the attendance rate for all students, with emphasis on English Learners, foster youth, and low-income students, through the School Attendance Review Board process and through the use of Check, Connect, and Respect at OAK-8.	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6,064	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,233
Provide additional time for targeted instruction, especially for English Learners, foster youth, and low-income students, through the continuance of biweekly physical education instruction with credentialed physical education teachers for OAK-8.  Provide materials/equipment for physical education to support equal access to PE standards and program.	Certificated Salary/ Benefits Supplemental \$17,500	1000-1999: Certificated Personnel Salaries Supplemental \$37,450
Continue a 21st Century school-home communication platform to provide everyday communication, facilitate meaningful interaction, and encourage participation in school.		

## Goal Analysis

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

In the wake of school closure due to COVID-19, we were continually hopeful that schools would be able to re-open soon. COVID-19 relief funding was utilized to provide technology, communication access, curriculum support, protective equipment, and more.

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 counselors 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, homeless, English Learners, or low-income students will be contacted personally to be sure that they know that this service is available.	10,000	5,000	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.	2,500	850	Yes
Hourly support teachers to provide reading and math 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.	135,000	180,000	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.	1,000	0	Yes
Teachers on Special Assignment (TOSAs) 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.	32,000	32000	Yes
Consultants in reading and math will be providing professional development and support to K-8 teachers, TOSAs and principals will share strategies for delivering a robust and rigorous core curriculum	40,000	42,100	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
in distance and hybrid settings to all students, including at-risk youth, in English/language arts and math.			
Addition of two hourly support teachers in OA Independent Study Program to meet increased parent/family demand for an independent study option	82,000	75,000	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 and troubleshooting following distribution. Consultants were paid out of 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 and homeless youth and other students having difficulty with school engagement. These cohorts were taught by hourly teachers and are included in the costs shown above. Additional small cohorts were paid for out of the Low Performing Student Block Grant funds. In addition to PPE, the district had to purchase box fans and HVAC filters to improve classroom ventilation to improve safety in the classrooms. Costs are included under PPE.

## Analysis of In-Person Instructional Offerings

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

When health guidelines allowed, all three Orcutt Academy campuses re-opened for in-person instruction to the extent possible. OAK-8 and OAHS transitioned from distance learning to blended learning (mix of in-person and distance instruction) in March 2021. OAIS opened its doors to some in-person opportunities in April and May 2021. When OAK-8 and OAHS re-opened for in-person instruction, they had a dilemma in that most of their students were returning, but a sizeable group of students wished to remain in distance learning. As a solution, teachers agreed to a "simulcasting" model whereby they live-streamed in-person lessons to distance learning students. Simulcasting presented some challenges, but it enabled classes to remain intact during the transition from 100% distance learning to blended learning.

need to be commended for their efforts to live-stream instruction to distance

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

Technology support staff were 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 bilingual liaisons.

Actually, our technology team was amazing! Not only did they get devices and hotspots to families who requested technology in March 2020, they distributed devices to all families at OAHS and OAK-8 in preparation for the 2020-2021 school year. They were readily 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 with curriculum and instruction in the distance learning setting. The TOSA assigned to OAK-8 also oversaw the implementation of SIPPS reading intervention for identified students at OAK-8 and OAIS. SIPPS succeeded in a virtual format, and students who participated made notable progress as shown by the progress monitoring done by intervention teachers.

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.

# 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.	3,190	3,190	Yes
Purchase of the Seesaw learning management system for elementary teachers/students. This organizes teachers' asynchronous teaching assignments and student responses for teachers and students.	0	0	Yes
Purchase of Chromebooks for home/school use by students in grades 3-12 and to ensure equity and access for all students.	183,373	240,000	Yes
Purchase of hot spots for WiFi access for families/staff to ensure equity and access for all students and staff.	0	10,000	Yes
Teachers/TOSAs were paid for summer work to identify essential/priority standards and to pace the curriculum in order to ensure that a year's curriculum will be delivered in distance/hybrid settings as similarly as possible to a regular school setting.	1,500	500	Yes
Purchase of Apex Learning licenses to provide an additional option for distance learning at OAHS.	4,375	4,375	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 and blended learning. Simulcast equipment was purchased for blended learning at OAHS and OAK-8. MacBook computers were purchased for some teachers because their old PCs were not functioning well with the increased demands of distance learning. These costs have been included in the cost of Chromebooks, above. A program specialist position was added to the District Special Education Department. This position was partially funded out of COVID relief dollars, as the person in the position helped to facilitate distance learning and in-person learning for Special Education students.



## 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.

Regarding Continuity of Instruction, we had many successes. With the purchase of Seesaw and acquisition 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 considerable 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 its online components. This is a new way of teaching -- certainly challenging for all -- but we did have success.

The MusicFirst program, an online music instruction program available through Music Wise, was purchased to assist our music teachers in delivering instruction. This was favorably received by students and music teachers.

Access to Devices and Connectivity was an immediate 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 at OAHS and OAK-8. Again, hot spots were checked out to families who did not have Internet access. If students continued to have difficulty connecting to distance learning platforms, calls were made, students came for individual assistance at school sites and/or the technology department, and home visits were even made. The Technology Department continued to offer evening phone-in support throughout the school year.

Pupil Participation and Progress was monitored closely throughout the year. Foster, homeless, EL, and low-income students were monitored closely. Three tiers of engagement support were created. Tier 1 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. Led 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 developed in which students would come to school for three to four hours a day, four days a week. Reading intervention times were rescheduled to be presented in small group cohort time as needed to engage students in some situations.

Considerable training in distance learning was provided to teachers and staff. In March 2020 when schools closed, TOSAs and teacher experts presented a week of Zoom trainings in Seesaw, Zoom, Google Classroom, online curriculum and more. Professional development continued throughout the school year in large scheduled events, in small groups, and individually 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. In Summer 2020, grade-level groups in K-8 met with TOSAs and created acceleration 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 also was 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 available as needed for individual support. Our reading and math consultants (Tina Pelletier and Michele Douglass) also presented information through the school year. And in June, we had one more formal professional development day. This day was curriculum oriented to 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 Preparatory Math (our middle school math curriculum). For OAHS, a presentation in Youth Mental Health First Aid was planned.

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 supervisors have been helping distribute 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 difficulty 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.

During distance learning, as always, our focus goes first to support for Pupils with Unique Needs. When analyzing student engagement and student progress, staff look at these students' data first. These students also have had priority seating in in-person cohorts. When forming small group cohorts, these students are assigned seats first. Students with special needs placed in Special Day Classes were the first to be given the opportunity to participate in small-group cohorts with their own teachers. Busing 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	720	720	Yes
Purchase of Go Formative quiz-making program for teachers to develop formative assessments	363	363	Yes
TOSAs provide instructional support and assist with identification of students needing support. Each TOSA has a focus area: reading, math, English Language Development (ELD), and academic intervention.	22,000	29,000	Yes
TOSAs and teacher teams met in the summer to make plans at each grade level to accelerate learning and make sure essential/priority standards are being taught. Teachers shared information at the August 11, 2020, district professional development day. The goal is for all teachers to deliver the full grade-level or course curriculum in a year whether in a distance or hybrid setting.	1,500	500	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.

N/A

## 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 low-income 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 teachers as well as administrators would work to contact parents of students who were not engaged in intervention sessions. When we opened in-person cohorts, we were able to customize intervention times to match when students were on campus.

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 also available to present to 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 2020 very helpful to make sure that they were covering essential concepts 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 Preparatory 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/socioeconomic 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.

## 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 a significant challenge that we immediately addressed. First, teachers were very stressed that they would need to suddenly adapt to an online learning platform. To support teachers, we 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 wellbeing. One huge success that emerged was that our school grade-level and departmental teams became very strong and supportive of all team members. Teachers worked together to plan and evaluate student learning. In some cases they even divided the workload to assist each other. 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 wellbeing for staff also was targeted at the beginning of the 2020-2021 school year. Roni Habib of EQ Schools was our keynote speaker at our district convocation meeting (which was done virtually). He stressed focusing on our own mental health and well-being. Habib was a guest speaker at monthly administrator meetings as well, and he worked with administrators at a mid-year retreat. Teachers and staff also had access to the Anthem Employee Assistance Program, Vida health coaching, and other added health benefits.

Second, supporting students' mental health and social emotional wellbeing 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 sixth grade. OAHS teachers, meanwhile, prioritized teacher-student and student-student relationships by planning team-building and other connective activities. Students were referred to school counselors as needed for additional support. Many teachers used Zoom breakout rooms, chat features in Zoom and Google Classroom, as well as individual encouragement for students to stay connected. The OAK-8 and OAHS ASBs offered many opportunities for staying connected such as school spirit days, the OAHS Chalk Festival, and more.

## 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 administrators worked to contact families, establish 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. 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 did heroic work during this pandemic. Beginning in March, on the first school closure day (March 16, 2020), opportunities were provided for all families to pick up, at no cost, breakfast and lunch meals in a walk-up or drive through 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 through the end of the 2019-2020 school year. During the 2020-2021 school year, 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 also were made 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

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.

## 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 2020-2021 school year in preparation for development of the 2020-2024 LCAP. First and foremost, the health and safety of students and staff has been considered. State and local health guidelines will be implemented and followed. Monitoring and supporting the mental health and social-emotional wellbeing of students and families will be essential in the 2021-2024 LCAP. We will need to be implementing a consistent, research-based Social Emotional Learning Program. We already have identified the SEE (Social Emotional and Ethical) Program as an option. This is a research-based program out of Emory University. We are envisioning 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 and if allowed by the state.

We will closely monitor student academic skills/learning loss in the 2021-2024 LCAP. We will utilize Acadience testing, NWEA, and the PDSA (Plan-Do-Study-Act) procedure for monitoring students' academic progress. In order to monitor our students who are experiencing homelessness, foster youth, low-income students, English Learners, and 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 2020-2021 school year, we learned that the extra attention and focus that was given to our reading intervention program allowed for much success. In the 2021-2024 LCAP, we are going to maintain this extra focus, which entails a TOSA regularly

overseeing the data of students in intervention, principals and the school-assigned TOSA regularly observing intervention lessons, regular meetings of intervention teachers with their school TOSA, and regular professional development for intervention teachers.

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

We are finding that students with unique needs perform better when given opportunities to express what they have learned in different ways. 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 would be able to 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 students more options for demonstrating what they have learned.

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. Project CRISS appears to be an effective intervention to help students with reading comprehension.

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, administrators and teachers will 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 its entirety. When we have students back in person, we will return to making "focus folders" that guide teachers to regularly analyze student data and identify which students are at/above standard and which students are below and need academic intervention. 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 anticipated. 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.

# 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 2020-2021 Learning Continuity and Attendance Plan, we know that academic achievement remains our paramount goal. Even during the pandemic, we continued 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 Plan built, implementation 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. All three Orcutt Academy campuses will benefit from her 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 that we also need to focus on behavioral support plan for our at-risk student groups (English Learners, homeless, low-income, and foster youth). We need to target substance use, which builds as students get older. And we need to continue the Positive Behavioral Interventions and Supports (PBIS) Program at OAK-8.

Social/emotional wellbeing is another 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 social/emotional learning next year.

Continuing the momentum of all that our teachers and staff have done in technology is a high priority going forward. 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 SAMR Model (Substitution, 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 to 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](mailto: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,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- 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	587,006.00	356,373.00
	0.00	0.00
Base	260,000.00	35,720.00
Other	7,160.00	1,977.00
Supplemental	319,846.00	318,676.00
	0.00	0.00

\* 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	587,006.00	356,373.00
	95,000.00	0.00
1000-1999: Certificated Personnel Salaries	419,300.00	333,497.00
4000-4999: Books And Supplies	30,550.00	1,867.00
5800: Professional/Consulting Services And Operating Expenditures	24,656.00	21,009.00
Certificated Salary/ Benefits	17,500.00	0.00

\* 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	587,006.00	356,373.00
		0.00	0.00
	Base	95,000.00	0.00
1000-1999: Certificated Personnel Salaries	Base	165,000.00	35,720.00
1000-1999: Certificated Personnel Salaries	Supplemental	254,300.00	297,777.00
4000-4999: Books And Supplies	Supplemental	30,550.00	1,867.00
5800: Professional/Consulting Services And Operating Expenditures	Other	7,160.00	1,977.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	17,496.00	19,032.00
Certificated Salary/ Benefits	Supplemental	17,500.00	0.00
		0.00	0.00

\* 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	192,573.00	96,727.00
Goal 2	32,000.00	2,340.00
Goal 3	69,000.00	82,455.00
Goal 4	293,433.00	174,851.00

\* 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	\$302,500.00	\$334,950.00
Distance Learning Program	\$192,438.00	\$258,065.00
Pupil Learning Loss	\$24,583.00	\$30,583.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$519,521.00	\$623,598.00

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	\$302,500.00	\$334,950.00
Distance Learning Program	\$192,438.00	\$258,065.00
Pupil Learning Loss	\$24,583.00	\$30,583.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$519,521.00	\$623,598.00



## 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 Academy Charter School	Joseph Dana Director of Charter Programs	jdana@orcutt-schools.net 805-938-8934

### Plan Summary [2021-22]

#### General Information

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

The Orcutt Academy is a public charter school that is chartered and operated by the Board of Trustees of the Orcutt Union School District. The Orcutt Academy operates under its own distinct County/District/School (CDS) number and designated Charter Number (#967). Students take the same statewide assessments and the school is subject to the same accountability measures as other public schools and districts. The Orcutt Academy uses thematic learning strategies in grades TK-8 that transition to a college preparatory focus and Advanced Placement and concurrent college enrollment opportunities at Orcutt Academy High School. The school has been successful on many levels. It has solid student assessment results, strong enrollment interest from students and families, and a six-year accreditation term from the Western Association of Schools and Colleges (WASC). In Fall 2013, the Orcutt Union School District Board of Trustees received a California School Boards Association Golden Bell Award for its leadership and initiative in envisioning, launching, and operating Orcutt Academy High School (OAHS). In Spring 2015 and again in Spring 2017, Orcutt Academy High School achieved a "Silver" rating from U.S. News & World Report, distinguishing it as one of the top high schools in the nation. In Spring 2018, the Orcutt Academy's charter was renewed for the second time by the Orcutt Union School District Board of Trustees. The current school year is OA's 13th year of operation.

Located on three sites, the Orcutt Academy includes classroom-based learning (on two separate campuses) and an independent study

program in a third location. As of this writing, the school currently has 614 students enrolled at its high school, 140 at its TK-8 campus, and 91 in its K-8 independent study program, for a total of 845 students overall. The subgroup composition at each campus is as follows:

- OAHS: 3.0% English Learners, 7.5% Special Education, and 23.0% socioeconomically disadvantaged
- Orcutt Academy K-8 (OAK-8): 5.8% English Learners, 10.8% Special Education, and 29.5% socioeconomically disadvantaged
- Orcutt Academy Independent Study (OAIS): 1.8% English Learners, 11.0% Special Education, and 29.4% socioeconomically disadvantaged

Unlike other schools in the Orcutt Union School District, the Orcutt Academy must recruit every student. This has created a business model that puts customer satisfaction in the forefront, with the success and survival of the Orcutt Academy depending on positive reviews from students, parents, and the community. The entire staff, TK-12, has embraced this concept, as demonstrated by the positive feedback on school climate surveys from all stakeholders and continuing interest in enrollment. In 2019-2020, the school's overall ethnic make-up was as follows: 48.3% White, 38.1% Hispanic, 5.1% Two or More Races, 2.9% Asian, 2.7% Filipino, and 5.73% other groups. Low Income students amounted to 27.8% of the school population, while students with disabilities comprised 8.1% and English Learners 3.3%.

## Reflections: Successes

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

Based on a review of the California School Dashboard, all other available data, and stakeholder input, the following can be cited as notable successes and/or progress:

- 2019 CAASPP results that show overall improvement from 2018 in English/language arts proficiency (6.8% growth) and mathematics proficiency (3.4% growth).
- On the dashboard for English/language arts achievement, a green rating (26.2 points above standard) and an improvement in the Hispanic subgroup's rating from yellow to green (6.2 points above standard in 2019, an increase of 13.9 points).
- On the dashboard for college/career readiness, a green rating (66% prepared, increase of 6.3%) and an improvement in the Hispanic subgroup's rating from yellow to green (59.6% prepared, an increase of 10.8%).
- Continued strong percentages of students accomplishing University of California a-g requirements. The OAHS Class of 2021 has seen 64% of its members meet these requirements; this is an increase of 8% from 2020.
- At OAHS, PSAT/SAT NMSQT scores in grades 10 and 11 that are above averages for California and the total group of student participants. In grade 10, 48% of OAHS test takers met both Evidence-based Reading and Writing (ERW) and Math benchmarks, compared to 30% of test takers in California and 37% of test takers in the total group. In grade 11, 52% of OAHS test takers met both benchmarks, compared to 32% in California and 41% in the total group.
- On the dashboard for graduation rate, a blue rating overall (97.2% graduated) and for all subgroups.
- Concurrent enrollment, as Allan Hancock College reports that 85% of the OAHS graduates it receives come to Hancock having accrued Hancock credit. This is well above the percentage for all local high school graduates, 29%.
- College readiness, as in Fall 2020 OAHS graduates posted their highest first-semester GPA (2.92) since 2017 and also saw a higher percentage attempt and earn 12 or more units in their first semester (91% attempted, 60% earned) than in previous years.

- Progress on facilities, both with completed projects and with plans for the future. The Los Alamos campus occupied by OAK-8 and Olga Reed School has had perimeter fencing and new gates installed, the campus cafeteria and kitchen modernized, and its internet connection (bandwidth and speed) improved. Electrical infrastructure improvements are set for Summer 2021. The OAHS campus has had perimeter fencing and new gates installed, its office complex redesigned and upgraded, and its restrooms upgraded. During the school year the district has developed plans for a new on-campus gymnasium that can double as a venue for plays, concerts, and other campus productions.
- Continued success with technology access, as the Orcutt Union School District's 1:1 initiative expanded student access to devices and WiFi at OAHS and OAK-8.
- A much-improved rating for school-home communication, as in 2021 86.6% of parents rated school-home communication as "excellent" or "good" (an increase of nearly 14% from 2019).
- High student attendance during COVID-19, as both OAHS and OAK-8 have maintained overall attendance over 98% in the current school year.
- Declining suspensions at OAHS, as the suspension rate dropped by more than half from 2018-2019 to 2019-2020 (3.2% down to 1.5%) and no suspensions were given in 2020-2021. (OAK-8 and OAIS have not had suspensions during this time.)

## 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.

The Orcutt Academy has some 2019 California School Dashboard indicators in which overall or subgroup performance is in the red or orange categories:

- English/Language Arts performance by Socioeconomically Disadvantaged students (10.4 points below standard; declined 13.6 points from 2018), which has an orange rating. This subgroup will be prioritized for participation in expanded learning such as summer programming. The subgroup's performance also will be closely monitored by PLCs and OUSD Educational Services, so academic intervention and other corrective steps can be implemented. The K-8 campus has worked to fine-tune its delivery of the Systemic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) Program for identified students. The high school also will need to work to provide skills-based intervention in English/language arts.
- Math performance by Socioeconomically Disadvantaged students (57.6 points below standard; declined 30.2 points from 2018). This is the second consecutive orange rating this subgroup has been given, so obviously its performance is a concern. This subgroup will be prioritized for expanded learning and for close monitoring. District math consultant Michele Douglass has provided strategies for helping students master "hinge standards" (essential skills and concepts in number sense) that figure to be of support to this subgroup. The district also will be working to implement skills-based intervention (similar to what SIPPS does in reading) in math for both elementary and secondary students.
- Suspension rate overall (orange rating for 3.2% suspension rate, an increase of 1.4%) and for the Students with Disabilities (red rating for 8.6% suspension rate, an increase of 4.8%), Socioeconomically Disadvantaged (orange rating for 4.4% suspension rate, an increase of 1.2%), White (orange rating for 3.4% suspension rate, an increase of 1.6%), and Hispanic (orange rating for 3.2% suspension rate, an increase of 0.8%) subgroups. Suspensions went up dramatically in 2018-2019 mainly due to an increased

incidence of students using electronic tobacco and cannabis products ("vaping"). Fortunately, the suspension rate went down by half in 2019-2020 (1.5% suspension rate overall) and no suspensions have been given in 2020-2021.

In addition to these needs, other critical needs have been identified by stakeholders:

- Student mental health. The Fall 2020 California Healthy Kids Survey showed high levels of students who have experienced chronic sadness/hopelessness (40% in grade 7, 46% in grade 9, 63% in grade 11) and students who have considered suicide (20% in grade 7, 20% in grade 9, 21% in grade 11). During the COVID-19 pandemic, chronic sadness/hopelessness and suicidal ideation remained in the vicinity of the levels shown in the Fall 2018 CHKS with the exception of chronic sadness/hopelessness in 11th grade, which went from 41% in 2018 to 63% in 2020. This supports the district's direction to identify and implement a social/emotional learning program and to continue with professional development in topics such as Youth Mental Health First Aid. Meanwhile, counselors at the K-8 and high school campuses will continue their work to address social/emotional needs and to refer students to outside counseling as needed.
- Chronic absenteeism. While the Academy's dashboard ratings for chronic absenteeism have not yet reached the orange or red categories, this still merits significant focus. In 2018-2019 chronic absenteeism (students with higher than a 10% absence rate) was 8.7% overall, 14.2% among Socioeconomically Disadvantaged students, 16.2% among Students with Disabilities, 17.9% among English Learners, and 10.4% among Hispanic students, and 8.8% among White students. Each subgroup is showing a rate of chronic absenteeism that is untenable, and this validates the need for continued attendance monitoring as well as supports such as community liaisons, a district social worker, and the School Attendance Review Board (SARB) process.
- Credit recovery. The need for credit recovery at OAHS has ballooned during the pandemic, as the number of students needing to recoup credit has gone from eight students in 2019-2020 to 14 students in 2020-2021 to 48 (as of this writing) in 2021-2022. Teachers, counselors, and administrators have worked through the 2020-2021 school year to keep struggling students from failing classes; nevertheless, these efforts have not always succeeded. To help these students moving forward, OAHS will have a credit recovery program available for seven weeks this summer and has adopted a new, more engaging online curriculum for credit recovery (Edgenuity).
- Student substance use. Results of the previously mentioned Fall 2020 California Healthy Kids Survey show that substance use builds in the secondary grades to the point where significant percentages of 11th graders report current alcohol or drug use (14%), current marijuana use (10%), and vaping (8%). While these percentages are similar and in some cases slightly lower than the percentages from the 2018 CHKS, they still point to the need for preventive action.
- Course access. OAHS long has been in need of Career and Technical Education (CTE) opportunities for its students. Fortunately, due to a Strong Workforce Program grant and the ability of a teacher to qualify for a CTE credential, funding and staffing are available to launch a pathway in Information Communications and Technology in 2021-2022. The pathway will begin with two sections of AP Computer Science Principles, then add more courses in 2022-2023 and beyond. The focus will be networking and cybersecurity, two areas where high-wage careers are possible. Meanwhile, the Strong Workforce Program grant also will make possible the implementation of CTE Career Exploration programming in the junior high school grades. In Los Alamos, the plan is to give seventh and eighth graders access to a Project Lead the Way unit in Design and Modeling.

Finally, some commentary on the 2020-2021 school year at the Orcutt Academy and Orcutt Union School District:



During the school year, much focus was on our students who were experiencing or might be experiencing learning loss. Reading intervention through our Multi-Tiered Systems of Support (MTSS) Plan was implemented in a distance format at OAK-8 and OAS. 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 (students with disabilities, low-income, English Learners, homeless, and/or foster youth, and 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. Reading and math consultants provided training for remote reading and math instruction.

The Orcutt Academy Independent Study Program drew significant enrollment interest because many families were attracted by the program's home study format. The format provided families with curriculum (textbooks for students, teacher's editions for parents), and teachers met with parents every two weeks to collect completed work, go over upcoming assignments, and take questions. To accommodate increased demand, the program increased staffing; enrollment was well over 100 before some families elected to have their children return to home schools for blended instruction (combination of in-person and distance learning). The program has 91 students as of this writing.

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. In-person cohorts turned out to be an important solution for many of these students.

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, students with disabilities, 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.

The Orcutt Academy will offer a variety of programs and supports specifically for unduplicated pupils (English Learners, foster youth, low-income students, and re-designated English learners [Fluent English Proficient]), who are described throughout this document as "at-risk" students because the term references the bright promise and high potential these students have. These programs and supports include highly trained classroom teachers at every school site, provision of devices and hot spots 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.

As a part of the Orcutt Union School District, the Academy continues to implement a Multi-Tiered Systems of Support (MTSS) model. District Teachers on Special Assignment (TOSAs) work closely with site administration and leadership teams to identify and allocate resources to appropriate students targeting English learners, foster youth, students with disabilities and/or students who are low income. In association with the progressive implementation of MTSS, the district will be adding an Executive Director of Educational Services in 2021-2022. 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 disabilities, low-income students, homeless youth, and foster youth). The district also will offer services and programs that are aligned with LCAP goals and the OUSD Strategic Plan to serve all students. These include 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. 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 socioeconomically disadvantaged.

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 arts instruction was added in the 2018-2019 school year to provide additional weekly instruction in grades K-6 for students.

Social/emotional wellbeing of students is targeted in this LCAP. A district committee (including representatives of OA) 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 districtwide. OAK-8 will continue its implementation of Positive Behavioral Interventions and Supports (PBIS). We will continue to fund counselors (two at OAHS and a staff counselor who is assigned part-time to OAK-8 and is available to OAIS when needed). 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.

## 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.

N/A

**Monitoring and Evaluating Effectiveness**

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

N/A

# 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. The four goals articulated in both the district's and the Orcutt Academy's LCAP documents are aligned with OUSD Strategic Plan goals.

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 and to give input on the school's level of communication.

Assistant Superintendent of Educational Services Janet Bertoldi met with numerous stakeholder groups to solicit input. Some of these groups included OA stakeholders, and Assistant Superintendent Bertoldi shared this input so it could be incorporated in the development of this plan.

In the spring, the main venue for analysis of data, a review of how the Orcutt Academy is doing relative to the state's eight priorities, and gathering of stakeholder input has been the Orcutt Academy School Advisory Council. The council includes representatives of all three OA sites as well as representatives of students, teachers, Classified employees, and administrators. The Council devoted three meetings (an optional meeting on April 13 as well as regular meetings on April 20 and May 26) to the LCAP, with most attention devoted to thoroughly reviewing data included in the LCAP Needs Assessment and discussing school strengths and salient needs. Input from the Council on the school serves as the foundation of the "Reflections: Successes" and "Reflections: Identified Need" sections of this document.

Following is a log of stakeholder engagement activities undertaken by either Assistant Superintendent Bertoldi or Director of Charter Programs Joseph Dana in service of this plan:

- 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 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)
- 3/3/2021 - Strategic Plan/LCAP Development Task Force Meeting (parents, teachers, administrators, community members)
- 3/8/2021 - Met with OAHS Leadership team (administrators and teachers) 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 Los Alamos Leadership team (including OAK-8) (administrators and teachers) to review and update Needs Assessment

3/31/2021 - Met with the Orcutt Union School District's English Advisory Council (DELAC), and conducted LCAP Stakeholder Input Activity with these parents of English learners

4/13/2021 - Orcutt Academy School Advisory Council meeting to review California Healthy Kids Survey results

4/20/2021 - Orcutt Academy School Advisory Council meeting to develop LCAP Needs Assessment

5/26/2021 - Orcutt Academy School Advisory Council meeting to summarize school strengths and needs and review LCAP goals and actions

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 on parent engagement was sent to parents in the spring, and 166 Orcutt Academy parents participated. Survey results showed that parent respondents are relying less on email school newsletters (55.7 percent, down from 66.2 percent in 2019) and considerably more on Parent Square posts (74.5 percent, up from 60.0 percent in 2019) and Parent Square text message updates (69.6 percent, up from 44.6 percent in 2019). It also showed that respondents would like to have the school expand its use of the school website and PTSA newsletters (print or email). Overall, 43.3 percent of respondents called communication about school activities “excellent,” 43.3 percent called it “good,” 11.3 percent “fair,” and 2.0 percent “poor.” These are markedly improved from 2019, when respondents gave the following ratings: 29.9 percent “excellent,” 42.9 percent “good,” 19.5 percent “fair,” and 7.8 percent “poor.” Parents were asked about communication about their child’s academic progress in the same survey. Overall, 36.2 percent of respondents said the school does an “excellent” job of communicating on students’ academic progress (up from 26.0 percent in 2019), while 42.6 percent indicated it was “good,” 14.9 percent “fair,” and 6.4 percent “poor” (in 2019, 8.2 percent of respondents rated communication as “poor.”)

Trimester/quarter report cards (57.4 percent), email updates from Aeries (48.9 percent), the Aeries Parent Portal (48.9 percent), and fall parent-teacher conferences (39.1 percent) topped the list of ways in which parents receive information on their students’ progress; this differs a bit from the 2019 results, which were led by the Aeries Parent Portal (54.2 percent) and fall parent-teacher conferences (50.0 percent). Additionally, 13.8 percent of respondents indicated they would like to see the school expand its use of informal communication such as notes or phone calls from teachers, 11.3 percent said they would appreciate expanded use of fall parent-teacher conferences, and 11.2 percent sought more use of spring parent-teacher conferences.

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 tenets 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 suggest 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 and Technical Education (CTE) course which would be available to all students. Teachers were 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 do not 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.

Our stakeholders' continuing interest in social/emotional wellness has led to the plan to create a group to focus on this issue in 2021-2022. Services by district counselors will remain. 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) and MTSS implementation, 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 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). CTE programming is important to stakeholders, and this will be launched in the coming school year. Continued support and professional development in the integration of technology is important to teachers and administrators. This will continue. Administrators and teachers shared that a focus on attendance and suspension (especially in our at-risk groups - English Learners, foster youth, homeless youth, low-income students, 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	<p>We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.</p> <p>State Priorities: Priority 2 (State Standards: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes), Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter</p>

An explanation of why the LEA has developed this goal.

In 2019, the California School Dashboard reported one area of recommended focus for the Orcutt Academy in English/language arts. Students in the Socioeconomically Disadvantaged subgroup declined 13.6 points and are performing 10.4 points below standard.

In math, the dashboard reported that all students participating in state testing declined 6 points and are performing 13.6 points below standard. Additionally, the Socioeconomically Disadvantaged subgroup declined 30.2 points and is performing 57.6 points below standard, and the Hispanic subgroup increased 5.6 points but still is performing 33.6 points below standard.

In Spring 2021, stakeholder groups indicated that student achievement is a high priority, with 63 percent choosing "increasing student achievement" as a high priority or very high priority.

Additionally, teachers, administrators, and parents all have stated that distance learning during the COVID-19 pandemic has 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	<p>Percent of Students Scoring At or Above Standard on the 2019 CAASPP:</p> <p>All Students: 64.1%</p> <p>Low-income: 45.7%</p>				Increase student performance for all students and each student group by 5 points in the area of ELA as measured by



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners: 7.1% Homeless: NA Foster Youth: NA Students with Disabilities: 25.0%				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: 48.4% Low-income: 22.0% English Learners: 14.3% Homeless: NA Foster Youth: NA Students with Disabilities: 14.3%				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.
University of California a-g compliance by graduating seniors	Percent of students accomplishing UC a-g requirements in Class of 2020: 59%				Increase percentage of graduating seniors meeting UC a-g requirements by 5 points
English Learner Progress on ELPAC	English Learner Progress (Change) as reported on California School Dashboard: 68.2% making progress toward English language proficiency				English Learner Progress will exceed 70% as reported on the California School Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Re-designation Rate for English Learners (EL to RFEP) (district data)	In the Orcutt Union School District, 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 in the Orcutt Union School District 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 Appropriately Assigned	In the 2020-2021 school year, 100% of teachers were highly qualified and appropriately assigned.				100% of Orcutt Academy teachers will be highly qualified and appropriately assigned.
Percent of Orcutt Academy Sites Meeting FIT Requirements	In the 2020-2021 school year, 100% of OA sites met FIT requirements				100% of OA sites will meet FIT requirements.
Percent of Students with Access to Instructional Materials	In the 2020-2021 school year, 100% of Orcutt Academy students had access to OUSD adopted materials that are standards-aligned				100% of Orcutt Academy students will have access to adopted materials that are standards aligned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Students with Access to required Course of Study	In the 2020-2021 school year, 100% of Orcutt Academy students had access to required course of study.				100% of Orcutt Academy students will have access to required course of study.
NWEA Reading Mean Rasch Unit (RIT) Score and Percentile	OAK-8 Spring 2021 Mean (average) RIT Score Grade 1 Mean Rit = 168 Grade 2 Mean Rit = 185 Grade 3 Mean Rit = 190 Grade 4 Mean Rit = 209 Grade 5 Mean Rit = 210 Grade 6 Mean Rit = 221 Grade 7 Mean Rit = 228 Grade 8 Mean Rit = 227				The mean RIT Score will increase by 2 points per grade level in the spring administration of the NWEA reading test
NWEA Math Mean Rasch Unit (RIT) Score and Percentile	OAK-8 Spring 2021 Mean (average) Rit Score Grade 1 Mean Rit = 174 Grade 2 Mean Rit = 186 Grade 3 Mean Rit = 188				The mean RIT Score will increase by 2 points per grade level in the spring administration of the NWEA math test

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 4 Mean Rit = 209 Grade 5 Mean Rit = 210 Grade 6 Mean Rit = 225 Grade 7 Mean Rit = 231 Grade 8 Mean Rit = 238				
PSAT/National Merit Scholarship Qualifying Test (NMSQT) for grades 9, 10, and 11 - Evidence-based Reading and Writing (ERW)	PSAT/NMSQT, Fall 2019 Mean (average) ERW Score Grade 9 = 449 Grade 10 = 487 Grade 11 = 534				The mean ERW score will increase by 5 points in the fall administration of the PSAT/NMSQT test
PSAT/National Merit Scholarship Qualifying Test (NMSQT) for grades 9, 10, and 11 - Math	PSAT/NMSQT, Fall 2019 Mean (average) Math Score Grade 9 = 455 Grade 10 = 490 Grade 11 = 519				The mean math score will increase by 5 points in the fall administration of the PSAT/NMSQT test

## 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). TOSAs from the district's Educational Services Department and a	\$41,111.00	Yes

Action #	Title	Description	Total Funds	Contributing
		TOSA from OAHS focusing on math 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.		
<b>2</b>	Standards-Based Materials	Standards-based materials will be available to all students. Science curriculum was piloted by teachers in grades K-8 during the 2019-2020 and 2020-2021 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 2021. Teachers received materials and were trained in the new science adoptions at the end of the 2020-2021 school year in preparation for the 2021-2022 school year. The science adoption materials contain resources for English Learners and students needing academic support.	\$15,000.00	No
<b>3</b>	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Universal screenings, 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.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 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.	\$4,200.00	Yes
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).	\$26,278.00	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 reteach and reteach again 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.	\$14,183.00	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).	\$8,707.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Extra Support for Foster/Homeless Students	Small-group and Individual tutoring will be made available for at-promise foster and homeless youth. Scholarships to participate in enrichment activities will be made available to foster and homeless youth. Cost incorporated into Goal 1, Action 5	\$8,533.00	Yes
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 executive director will gather and monitor school site and district data to insure that at-promise 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 executive director will regularly consult with site leadership teams to evaluate, monitor and revise program structures to meet the needs of at-promise students, specifically English Learners, foster youth, homeless youth, students with special needs, and low-income students.		Yes
10	Implementation of Summer Extended Learning Opportunities	Students will be offered summer programming that will focus on reading/math intervention and academic acceleration. Students entering grades 1-6 will be offered a four-week summer school. Students entering TK/K, 7, 8, and 9 will be offered a two week "jump start" session right before school starts. A seven-week credit recovery program will be available to OAHS students in grades 10-12 who need to recover credit. In all summer programming students in at-risk groups (homeless, foster, EL, students with special needs, and low-income) will be given priority enrollment.	\$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	Extended Learning Opportunities - Instructional	An instructional assistant will be placed in the TK/K class at OAK-8 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).	\$35,000.00	Yes
12	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 also will 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).	\$15,000.00	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.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Our stakeholder group of parents, administrators, teachers, parents, and community members set "Future Ready" as a goal in the district's Strategic Plan. This group strongly feels that students need to participate in activities that focus on real-world events to make learning meaningful and relevant. Additionally, the Orcutt Academy School Advisory Council is very much interested in CTE programming being added to the menu of options for students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career and Technical Education (CTE) Student Course Access	CTE classes have not been offered yet. In the 2021-2022 school year we plan to launch a CTE pathway in Information Communications Technology at OAHS as well as some CTE curriculum based on Project Lead the Way at OAK-8.				OAHS has established a CTE pathway in Information Communications and Technology. All OAK-8 students, including at-promise students (EL, foster, homeless, low-income) have equitable access to CTE curriculum based on Project Lead the Way.

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	OAHS has an established FIRST Robotics Team with a long record of success in regional and worldwide competition. OAK-8 has a FIRST Lego League Team that in the past has qualified for regional competition. E-sports are being planned to start in the 2021-2022 school year.				OAK-8 and OAHS continue their participation in FIRST Lego League and FIRST Robotics respectively while adding e-sports to offerings for students.
Spring 2021 districtwide SAMR Survey by school administrators (analysis of level of use of technology in classroom lessons) identified technology use in the classroom as Enhancement (Substitution, Augmentation) or Transformational (Modification, Redefinition)	Survey results indicating the level of technology use 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)				All teachers will teach at least five digital citizenship lessons to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	curriculum to teach Digital Citizenship skills to teachers. Currently, participation is not recorded.				students each school year.
Student-computer device/internet access ratio	Each student at OAK-8 and OAHS is given a district computer device (iPad/Chromebook) to use at home and at school. A hotspot is available to families who do not have internet access. OAIS students do not currently have this access.				Expand technology access so all Orcutt Academy students are given a computer device to use at home and at school. A hotspot will be available to families who do not have internet access.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE Programming	OAHS will launch a Career and Technical Education (CTE) pathway in the industry of Information Communications and Technology. OAK-8 will implement CTE curriculum based on the Project Lead the Way unit Design and Modeling. Equitable course access will be available for at-promise students (foster, homeless, EL, low income).	\$50,000.00	Yes
2	Focus on Future Ready Enrichment Opportunities	E-sports will be available to high school and junior high students with equitable access to students in at-promise 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-promise groups (foster, homeless, low-income, EL).	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$5,500.00	Yes
4	Technology Devices/Access 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.	\$100,000.00	Yes
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	<p>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.</p> <p>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, Orcutt Academy Charter</p>

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 P.E. 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	<p>OAK-8 teachers meet twice weekly in PLC groups.</p> <p>OAHS teachers meet weekly in PLC groups.</p>				<p>OAK-8 teachers will meet twice weekly in PLC groups.</p> <p>OAHS teachers will meet weekly in PLC groups.</p>
PLC Self-Rating Device - (teachers districtwide rating competency in grade-level team or department team in	<p>Scores 1-5 (1= low, 5 = high)</p> <p>3.86 Essential Standards</p> <p>3.94 PLC Teams</p> <p>3.56 Use of Data</p>				Using the PLC Self-Rating Device, teachers will rate competency of grade-level or department

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
relation to key components of PLCs)	3.61 Use of Common Formative Assessments 3.18 Use of RTI/MTSS for Intervention				PLC teams above 4 in each area.

## 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, OAK-8 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-promise groups (English Learners, foster, homeless, low income, special education). The Executive Director of Educational Services and TOSAs will analyze student intervention data regularly with a prioritized focus on at-promise students (English Learners, homeless, foster, low income, and students with special needs). Funds are used to compensate teachers for increasing their work day.	\$83,173.00	Yes
2	Professional Development in Universal Design for Learning	Administrators and teachers will receive inservice in Universal Design for Learning (UDL) to learn strategies to assist students in at-promise 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 Seminars, etc. will be considered to engage students.	\$0.00	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
4	<p>We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion, fostering engaged, supported, and challenged students.</p> <p>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 Priorities: OUSD Strategic Plan, Orcutt Academy Charter</p>

#### 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. Students' emotional and mental health for some time has been a prominent topic at Orcutt Academy School Advisory Council meetings at which Safe Schools Plans and the OA LCAP have been discussed. The COVID-19 pandemic and its impact on students has added to the urgency of this discussion.

In a Spring 2021 survey, 73% of stakeholders indicated that "maintain a positive school climate" is a high priority and 53% indicated that "increase student engagement" is a high priority.

Teachers commented that the state's definition of attendance (engagement) during the pandemic does not reflect authentic involvement by the student in school. They noted that students with anxiety or other emotional issues might just appear on a class Zoom for a few minutes and/or not feel comfortable using their video. Teachers recommend a focus on students' emotional wellness in the years to come.

In a student survey for the Single School Plan conducted in Fall 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." The percentages of students indicating this statement was "pretty much true" or "very much true" were 85% at OAK-8 and 71% at OAHS.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate - SIS	<p>In the 2019-2020 school year, the monthly average attendance rate until school closure was 96.3% for OAK-8 and 96.1% for OAHS.</p> <p>In the 2020-2021 school year from September - February, the monthly average "engagement: rate" was 98.0% for OAK-8 and 98.2% for OAHS.</p>				Monthly Average Attendance Rate of 97% or higher.
Suspension/Expulsion Rate	<p>Student Group Suspension Information as reported by the Data Quest website for the 2019-2020 school year (including school closure time):</p> <p>1.5% - All Students  0.9% - Hispanic or Latino  1.5% - White  2.4% - Two or More Races  0% - English Learners  1.1% Socioeconomically Disadvantaged</p>				Decrease suspension rate for "All Students" group and student groups above 1% to 1% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	NA% - Foster Youth NA% - Homeless 2.5% - Students with Disabilities				
Orcutt Academy Parent Survey (LCAP Survey 2)	Level of School-Home Communication Spring 2021 Parent Survey 43.3% - Excellent 43.3% - Good 11.3% - Fair 2.0% - Poor				90% of parents will indicate that the school communication level is Excellent/Good.
Physical Fitness Test - Healthy Fitness Zone (HFZ)	2018-2019 Percent of Students in HFZ Grade 5 75.0% - Aerobic Capacity 56.2% - Body Composition 93.8% - Abdominal Strength 100% - Trunk Extension Strength 68.8% - Upper Body Strength 62.5% - Flexibility Grade 7 47.4% - Aerobic Capacity 47.4% - Body Composition				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
	84.2% - Abdominal Strength 100% - Trunk Extension Strength 47.4% - Upper Body Strength 47.4% - Flexibility Grade 9 76.4% - Aerobic Capacity 75.7% - Body Composition 98.6% - Abdominal Strength 98% - Trunk Extension Strength 88.5% - Upper Body Strength 87.8% - Flexibility				
Chronic Absenteeism	2018-2019 Chronic Absenteeism Rate 8.7% - All Students 17.9% - English Learners NA - Foster Youth NA - Homeless 14.2% - Socioeconomically Disadvantaged 16.2% - Students with Disabilities				Chronic Absenteeism will decrease by 4% for each student subgroup.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling Services	Continue counseling services at OAHS with guidance counselors hired by the district to provide support with academic planning, postsecondary planning, and social/emotional needs. Continue access by OAK-8 and OAIS to a counselor who can assist with social/emotional needs and future planning. Priority for all counseling services to target the needs of English Learners, foster/homeless youth, and low-income students.	\$167,143.00	Yes
2	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
3	Focus on Behavior/Suspension /Expulsion Data	Under the direction and with the support of the district Educational Services Department, schools will collect and analyze behavior referral, 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 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).	\$0.00	Yes
4	Provide credentialed PE teachers for TK-8 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-8 at OAK-8. Class sizes larger than	\$40,440.00	Yes

Action #	Title	Description	Total Funds	Contributing
		50 students will receive support from a 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).		
5	Arts Programming for Students	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 and foster youth, English Learners, and low income students.	\$17,488.00	Yes
6	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.	\$28,620.00	Yes
7	Social Emotional Focus	<p>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.</p> <p>A committee of administrators, teachers, and counselors will focus on emotional health and wellbeing of students as the result of school closure. They will recommend professional development and support the implementation of SEL curriculum to all students with an extra</p>	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>focus on students in at-risk groups (foster and homeless youth, students with special needs, English Learners, and low income students). (This committee began to be formed in the 2020-2021 school year and began meeting as a "Community of Practice" with other districts as guided by the Santa Barbara Education Office.)</p> <p>Funds will be spent on staff training, programs, release time, and materials.</p>		
8	Parent Square Home/School Communication Platform	Continue district/teacher/parent access to Parent Square	\$4,000.00	No
9	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).	\$25,000.00	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
5.90%%	\$464,376

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 effective, research-based interventions for at-promise students (English Learners, foster youth, homeless youth, and low-income students). Teachers 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.
- Action 2 (Standards-based materials): The district has selected materials with an eye to resources and supplementary supports for at-promise students (foster and homeless youth, English Learners, and low-income students).
- Action 3 (MTSS): Student screening and assessment data will be analyzed specific to at-promise students (foster and homeless youth, 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 satisfactory progress. Research shows that implementation of MTSS results in student academic growth.
- Action 4 (PLCs): PLC meetings will focus on the needs of at-promise students (foster, homeless, English Learners, and low-income). Research shows that if teachers closely follow the PLC process, students will make progress.
- Action 5 (On-site Intervention): Priority for targeted support through on-site intervention will be given to students in the at-promise 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-promise students (English Learners, foster, homeless, and low income) will be the main focus of consultants and support programs.

- Action 7 (ELD support): An English Language Development (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 benefit English Learners.
- Action 8 (Extra support for foster/homeless students): Small-group and individual tutoring will be made available for at-promise 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 executive director will gather and monitor school site and district data to insure that at-promise students, especially English Learners, foster and homeless youth, and low-income students, are receiving needed interventions and are making adequate progress. The executive director will regularly consult with site leadership teams to evaluate, monitor, and revise program structures to meet the needs of at-promise 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 programming): Students in at-promise groups (homeless, foster, English Learner, and low-income) will be given priority enrollment.
- Action 11 (Extended learning opportunities - instructional): The instructional assistant placed in the TK/K class at OAK-8 will enable the teacher to devote more attention and support to at-promise students in her class.
- Action 12 (Program Specialist): The program specialist will focus on MTSS implementation that addresses the needs of students with special needs, English Learners, homeless and foster youth, and low-income students.

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 (CTE programming): Equitable course access will be available for at-promise students (homeless, foster, English Learner, and low-income).
- Action 2 (Future Ready enrichment): Equitable access to enrichment opportunities will be available for at-promise students (homeless, foster, English Learner, and low-income). Parents and teachers commented that it is important to give equal access to students in at-promise groups.
- Action 3 (Professional development in integration of technology): Professional development topics will focus on the needs of at-promise students (foster, homeless, English Learner, and low-income).
- Action 4 (Technology devices/access for students): Provision of devices and hotspots (if needed) gives at-promise students an equitable opportunity for school success.
- Action 5 (Creative learning environments): Staff continue to search for school, classroom, and program designs that best meet the needs of at-promise students (homeless, foster, English Learner, and 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 thrust is data collection and analysis, with special focus on data of students in at-promise groups (homeless, foster, English Learner, and low-income).

- Action 2 (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-promise groups (students with special needs, English Learners, foster youth, and homeless youth).

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

- Action 1 (Counseling services): The priority for services will be to target the needs of students in at-promise groups (foster, homeless, low-income, and English Learner).
- Action 2 (Focus on attendance data): Monitoring of attendance data will focus on students in at-promise groups (foster, homeless, low-income and English Learner).
- Action 3 (Focus on behavior/suspension/expulsion data): Those included in analyzing data on positive behaviors, behavioral/discipline referrals, suspensions, and expulsions will focus on students in at-promise groups (foster, homeless, low-income, and English Learner).
- Action 4 (PE teachers to provide time for TK-8 teachers to have PLC meetings): The provision of this PE instruction is designed to afford teachers time to focus on targeted instruction prioritizing the needs of students in at-promise 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 5 (Art/music provided to students while TK-8 teachers are in PLC meetings): Art/music instruction coordinated with PE instruction (Action 4) gives teachers more time to plan effective instruction for students in at-promise groups (homeless, foster, English Learners, and low-income). Research shows that if teachers closely follow the PLC process, students will make significant academic progress. Also, research shows that providing students art and music instruction increases their understanding of core academic instruction.
- Action 6 (Enrichment opportunities): Visual arts, makerspace activities, STEAM activities, and other enrichment will give first priority for participation to students in at-promise groups (foster, homeless, low-income, and English Learner).
- Action 7 (Social/emotional focus): The priority here is on social/emotional curriculum that will address the needs of students in at-promise groups (foster, homeless, low-income, and English Learner).
- Action 8 (Parent Square school-home communication platform): This platform has proven invaluable as a mechanism for two-way communication between the school and the families of students in at-promise groups. The platform has the ability to send and field communication via text, email, and telephone message, so families can communicate in their preferred medium.
- Action 9 (Social worker): The principal duty of the district social worker will to be to target and focus on the needs of students in at-promise groups (foster, low-income, homeless, and English Learner). The social worker will serve as the district's liaison with families of children experiencing homeless or foster care.

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.

The Orcutt Academy 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 for English Learners. 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. The Orcutt Union School District 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 districtwide. As part of this, Teachers on Special Assignment (TOSAs) will work closely with 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 socioeconomically disadvantaged. Services will be coordinated and student progress monitored by the Executive Director of Educational Services.

At OAK-8 the Academy will offer additional instruction with specialists in the areas of music, physical education, and art/makerspace (reported below) that 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 once a week to focus on Tier 1 instruction. On the agenda for these meetings are planning intervention groups, English Language Development instruction, reading "focus folders", discussion of student data, grouping students, and discussion of PDSAs based on student learning data.

The Academy also will offer services and programs that are aligned with LCAP goals and the OUSD Strategic Plan to serve all students. These services include 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 districtwide benchmark assessments to monitor the progress of all students.

A number of our actions serve specific student populations, but are implemented schoolwide. A large body of research exists that stipulates programs are more effective when delivered in a systematic process. The justification for schoolwide 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. 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 collaborate in support of 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 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 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 socioeconomically disadvantaged.
- Weekly classroom music instruction for OAK-8 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).
- For OAK-8, Physical Education instruction from a credentialed PE teacher. 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 TK-6 will receive instruction in music and physical education, and seventh and eighth graders will receive instruction in PE, but this time also will be utilized for small-group instruction to target needed skills, assessment of student progress via progress monitoring and benchmark assessments, and teacher collaboration around intervention instruction.
- Continuation of the Parent Square school-home communication platform to facilitate everyday communication, meaningful interaction, and participation in decision making by stakeholders.
- All online programs are web-based and available to students 24 hours a day, 7 days a week. Programs currently are 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
\$464,376.00	\$340,000.00			\$804,376.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$517,660.00	\$286,716.00

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	\$41,111.00				\$41,111.00
1	2	All	Standards-Based Materials		\$15,000.00			\$15,000.00
1	3	English Learners Foster Youth Low Income	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring		\$10,000.00			\$10,000.00
1	4	English Learners Foster Youth Low Income	Professional Learning Communities (PLC)	\$4,200.00				\$4,200.00
1	5	English Learners Foster Youth Low Income	On-Site Intervention	\$26,278.00				\$26,278.00
1	6	English Learners Foster Youth Low Income	Professional Consulting, Support Programs	\$14,183.00				\$14,183.00
1	7	English Learners	English Language Development (ELD) Support	\$8,707.00				\$8,707.00
1	8	Foster Youth	Extra Support for Foster/Homeless Students	\$8,533.00				\$8,533.00
1	9	English Learners Foster Youth Low Income	Executive Director of Educational Services					

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		\$70,000.00			\$70,000.00
1	11	English Learners Foster Youth Low Income	Extended Learning Opportunities - Instructional		\$35,000.00			\$35,000.00
1	12	English Learners Foster Youth Low Income	Program Specialist		\$15,000.00			\$15,000.00
2	1	English Learners Foster Youth Low Income	CTE Programming		\$50,000.00			\$50,000.00
2	2	English Learners Foster Youth Low Income	Focus on Future Ready Enrichment Opportunities	\$15,000.00				\$15,000.00
2	3	English Learners Foster Youth Low Income	Professional Development in Integration of Technology for Future Ready Skills	\$5,500.00				\$5,500.00
2	4	English Learners Foster Youth Low Income	Technology Devices/Access for Students		\$100,000.00			\$100,000.00
2	5	All	Creative Learning Environments					\$0.00
3	1	English Learners Foster Youth Low Income	Restructuring Instructional Time	\$83,173.00				\$83,173.00
3	2	English Learners Foster Youth Low Income	Professional Development in Universal Design for Learning					\$0.00
4	1	English Learners Foster Youth Low Income	Counseling Services	\$167,143.00				\$167,143.00
4	2	English Learners Foster Youth Low Income	Focus on Attendance Data					\$0.00



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	3	English Learners Foster Youth Low Income	Focus on Behavior/Suspension/Expulsion Data					\$0.00
4	4	English Learners Foster Youth Low Income	Provide credentialed PE teachers for TK-8 students	\$40,440.00				\$40,440.00
4	5	English Learners Foster Youth Low Income	Arts Programming for Students	\$17,488.00				\$17,488.00
4	6	English Learners Foster Youth Low Income	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	\$28,620.00				\$28,620.00
4	7	English Learners Foster Youth Low Income	Social Emotional Focus		\$20,000.00			\$20,000.00
4	8	All	Parent Square Home/School Communication Platform	\$4,000.00				\$4,000.00
4	9	English Learners Foster Youth Low Income	Social Worker		\$25,000.00			\$25,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$460,376.00	\$785,376.00
<b>LEA-wide Total:</b>	\$460,376.00	\$785,376.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$460,376.00	\$785,376.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Teacher on Special Assignment (TOSA) Support	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$41,111.00	\$41,111.00
1	3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$10,000.00
1	4	Professional Learning Communities (PLC)	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,200.00	\$4,200.00
1	5	On-Site Intervention	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$26,278.00	\$26,278.00
1	6	Professional Consulting, Support Programs	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$14,183.00	\$14,183.00
1	7	English Language Development (ELD) Support	LEA-wide Schoolwide	English Learners	All Schools	\$8,707.00	\$8,707.00
1	8	Extra Support for Foster/Homeless Students	LEA-wide Schoolwide	Foster Youth	All Schools	\$8,533.00	\$8,533.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	Executive Director of Educational Services	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	10	Implementation of Summer Extended Learning Opportunities	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$70,000.00
1	11	Extended Learning Opportunities - Instructional	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$35,000.00
1	12	Program Specialist	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$15,000.00
2	1	CTE Programming	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$50,000.00
2	2	Focus on Future Ready Enrichment Opportunities	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
2	3	Professional Development in Integration of Technology for Future Ready Skills	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,500.00	\$5,500.00
2	4	Technology Devices/Access for Students	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: OA Independent Study		\$100,000.00
3	1	Restructuring Instructional Time	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$83,173.00	\$83,173.00
3	2	Professional Development in Universal Design for Learning	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$0.00
4	1	Counseling Services	LEA-wide Schoolwide	English Learners Foster Youth	All Schools	\$167,143.00	\$167,143.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
4	2	Focus on Attendance Data	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$0.00
4	3	Focus on Behavior/Suspension /Expulsion Data	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$0.00
4	4	Provide credentialed PE teachers for TK-8 students	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$40,440.00	\$40,440.00
4	5	Arts Programming for Students	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$17,488.00	\$17,488.00
4	6	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$28,620.00	\$28,620.00
4	7	Social Emotional Focus	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$20,000.00
4	9	Social Worker	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$25,000.00

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

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*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](mailto: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)).

- 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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:

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

# 2021

Orcutt Academy Charter School

Joe Dana, Director, Charter Programs  
Orcutt Union School District

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

## A. Conditions of Learning

### Basic Services (SBE Priority 1)

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

### Highly Qualified Teachers

The teaching staff of the Orcutt Academy is currently 100 percent appropriately assigned. This is a priority for the district Board of Trustees, district administration, and school administration. Additionally, a highly qualified teaching staff remains a top priority for Orcutt Academy stakeholders. The results of a springtime survey of Orcutt Academy parents, students, and staff conducted since 2014 show that a very high percentage of stakeholders identify this as a “high” priority. This, in fact, has consistently been stakeholders’ highest ranked priority.

Survey on LCAP Priorities	
Priority: Ensure highly qualified teachers	
Year	% Identifying as “High” Priority
2014	90%
2015	88%
2016	90%
2017	87%
2018	95%
2019	93%
2021	92%

Our school, school district, and community are desirable places in which to work, and most vacancies yield large pools of qualified candidates. Vacancies in Special Education positions, science positions, and math positions tend to draw smaller numbers of applicants, and the district Human Resources Department has devoted more energy and resources to candidate recruitment. As possible, Orcutt Academy has hired teachers who did their student teaching experience on campus and got to know the school, staff, and culture.

### Conditions of Learning: Instructional Materials

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

### Math Adoption

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

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

### **English/Language Arts Adoption**

California State Standards-aligned English/language arts materials were approved for adoption by the California State Board of Education in November 2015. English/Language Arts materials selected for adoption for the current school year include Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades TK-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. As with the mathematics adoption, TK-8 teachers have received training in the new programs during professional development days, district workshops, and outside workshops. Meanwhile, the OAHS English Department is continuing to emphasize having students reading entire pieces of literature instead of reading excerpts from literature typically found in textbook anthologies. At this time, OAHS English teachers are not looking to adopt a new textbook series.

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

### **History/Social Science Adoption**

At its meeting in November 2017, the California State Board of Education adopted instructional materials programs for history/social science. After extensive review, three programs for grades K-8 were piloted, and recommendations for adoption were made to the district 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 2019-2020 school year. Teachers received training at the beginning of the school year and throughout the school year during professional development days and workshops.

### **Science Adoption**

At its meeting in November 2018, the California State Board of Education adopted instructional materials for science. 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 during 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 current 2020-2021 school year. Because of anticipated budget cuts, the K-6 adoption recommendation was not brought to the Board of Trustees in Spring 2020. Instead, Studies Weekly Science was purchased and implemented during the current year, and seventh and eighth grade teachers piloted Amplify. 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 district's school board in February 2021, McGraw Hill Inspire was adopted for grades TK-6 and Amplify Science for grades 7 and 8. Teachers will be trained in these programs at the June 7, 2021, professional development day.

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

Survey on LCAP Priorities	
Priority: Ensure student access to instructional materials	
Year	% Identifying as "High" Priority
2014	87%
2015	79%
2016	77%
2017	77%
2018	70%
2019	72%
2021	86%

### **School Facilities Maintained and in Good Repair**

Well maintained facilities that function as they are intended are imperative for learning. While our school facilities are in good repair, they are in varying states as regards modernization. The high school sits on a former elementary school campus that last was modernized in the early 2000s; the campus also needs features such as a gym, stage/performance area, and science labs that are more appropriate for a high school. The Los Alamos campus on which OAK-8 sits has not been modernized in decades. The older classroom wings and several restrooms have not been modernized and are in great need of improvements inside and out, including interior and exterior painting, new carpeting, new flooring, and an alarm system. Rodents such as skunks and squirrels have been inhabiting the underside of the modular classrooms used by OAK-8; rodent abatement needs to take place. The Casmalia campus on which OA Independent Study sits is in somewhat better condition, but still is in need of modernization that includes air conditioning, an alarm system, and restroom upgrades. All OA campuses are benefiting from the passage of Measure G, a \$60 million general obligation bond approved by Orcutt Union School District voters in November 2016. Measure G projects already completed have resulted in the installation of perimeter fencing and gates on the OAHS and Los Alamos campuses, the modernization and reconfiguration of the OAHS office complex, and the modernization of the cafeteria and kitchen in Los Alamos. In the years to come bond funding will enable the district to continue to respond to the most critical of the needs outlined in the district's facilities master plan.

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

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

**Orcutt Academy K-8 campus:** Since moving to Los Alamos in 2014, the K-8 campus has access to quality facilities shared with Olga Reed School. These include a cafeteria, library, gymnasium, science lab, computer lab, track, field, tennis court, and school garden. A welcome addition to the campus was the installation of a new projection screen, sound system, and

projector in the gym; in addition, the cafeteria and kitchen were modernized during the summer of 2020 and now feature a projection screen and projector. For OAK-8, a priority for the future is to modernize classrooms used by its teachers and located in the southern section of the campus. Additionally, Rooms 8A and 8B (both modular classrooms) are desiring an awning over classroom doors to protect against the rain and sun. The campus Internet connection (both hard-wired and WiFi) has been slow and taxed in past years, but a new WiFi connection via the Santa Barbara County Education Office appears to be helping.

**Orcutt Academy Independent Study:** The K-8 independent study program has access to three classrooms, a small classroom that doubles as a school library, a small room that serves as a home study meeting room as well as a staff work room, and a large multi-use room. The school site also has an office, health/principal's office, children's and adult restrooms, blacktop area, play structure, field, and school garden. During the past year a seatrain storage unit (one of two) developed a leak, and it will need to be replaced. Priorities for the future are to (1) add a playground shade structure of some sort, (2) maintain a level, graded area of the outside field for student recreation, and (3) continue to put the program's "stamp" on the campus, so students, families, and staff feel ownership over it. In association with the third goal, the program's Staff/Parent Group organized a successful School Beautification Day in 2017 in which a mural was painted, a bench donated and painted, and numerous other improvements made.

**Orcutt Academy High School:** Among critical facilities needs for OAHS are a gymnasium that can be used for physical education, sporting events, assemblies, and other events; and a performing arts area that can be utilized by the school's Drama Program, Band, and Choir. In response to these needs, the district Board of Trustees has approved the development of a plan for a large gym/performing arts building to be located on what is now field area adjacent to Pinal Avenue. Cameras (14 currently operating) have been installed on campus as a deterrent to vandalism and misbehavior. Students and parents are seeking improvements to the student parking area behind the school and adjacent to Dyer Street and Rice Ranch Road.

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

Additional needs concern in this area include:

- Continue to purchase flexible furniture for OAHS
- Improve condition of playing fields at all three OA campuses
- Include OAIS in modernization/improvement projects funded by Measure G

Survey on LCAP Priorities	
Priority: Ensure facilities in good repair	
Year	% Identifying as "High" Priority
2014	87%
2015	62%
2016	65%
2017	72%
2018	65%
2019	70%
2021	63%



## 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 help with integration of 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 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. The use of 21<sup>st</sup> Century Learning Skills and integration of skills within the core curriculum will be priorities. 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 five to seven years, as this transition occurs in all content areas. Additionally, the role of technology in instruction became dramatically more prominent during the COVID-19 pandemic and likely will continue to develop in the years to come. 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 E/LA instruction. A focus on math Tier 1 and 2 instructional strategies continues for K-6 with Dr. Michele Douglass, consultant.

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

Textbook and support materials aligned with California State Standards and Next Generation Science Standards (NGSS) will be implemented when high quality materials become available

for adoption. At OAHS, where many teachers are the only ones to teach their assigned courses, teachers have indicated they appreciate the flexibility they have to select textbooks and supplementary materials in concert with colleagues in their department. As an example, a new textbook recently was approved for the 11<sup>th</sup> grade U.S. History course because it better aligns with the textbook being used for the 10<sup>th</sup> grade Modern World History course.

Surveys of Orcutt Academy stake-holders indicate lower support (relative to other LCAP priorities) for implementing state standards. Of the state's LCAP priorities, this has been the lowest-ranked priority for survey respondents since 2015.

Survey on LCAP Priorities Priority: Implement California State Standards	
Year	% Identifying as "High" Priority
2014	65%
2015	30%
2016	41%
2017	26%
2018	32%
2019	28%
2021	39%

### Course Access (SBE Priority 7)

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

Students at our K-8 campus are provided with a well-rounded schedule which includes opportunities to participate in higher level coursework. The high school offers students numerous concurrent enrollment classes and Advanced Placement classes as well as the opportunity to take higher-level courses at each student's pace. The success and popularity of the OAHS *Get Focused...Stay Focused!* Program has impelled the school to bookend the required semester-long Professional Development (PROD) 101 course with the year-long Success 103 course for seniors. Thanks to a partnership with Allan Hancock College, OAHS offers college credit for eight courses: Business 101, Entrepreneurship 101, Early Childhood Studies 100, History 101, History 102, History 107, History 108, and PROD 301. A longstanding goal has been the implementation of a career pathway that includes Career and Technical Education (CTE) courses in a designated industry. The Academy is part of a consortium (along with junior high schools and Olga Reed School in the Orcutt Union School District) that received a state CTE Strong Workforce Grant, and this funding is resulting in progress toward this goal. In 2021-2022, OAHS will launch a CTE career pathway in the industry of Information Communications and Technology. The pathway will start with two sections of AP Computer Science Principles, and additional courses will be launched in 2022-2023 and beyond. Cybersecurity and networking will be emphasized, as numerous jobs in both fields are available statewide. Meanwhile, OAK-8 will participate along with Olga Reed in a CTE Career Exploration initiative for seventh and eighth graders. A Project Lead the Way unit in Design and Modeling will be taught during the 2021-2022 school year.

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

<b>Survey on LCAP Priorities</b> Priority: Ensure student access to core subjects that prepare them for high school and college	
<i>Year</i>	<i>% Identifying as "High" Priority</i>
2014	92%
2015	82%
2016	89%
2017	85%
2018	78%
2019	73%
2021	86%

Additional needs in this area include:

- The need for students to participate in social/emotional learning that helps them navigate the impact of the COVID-19 pandemic
- The need for additional training in trauma-informed practices and adverse childhood experiences (ACEs)
- The need for assistance in implementation of designated and integrated English Language Development (ELD) instruction at the high school
- The need for intervention support in English/language arts and math at all levels to support at-risk students, including low-income students, English Learners, and foster youth to provide them with access to rigorous coursework and support their success
- The need to provide more opportunities for collaboration and participation in Professional Learning Communities (PLCs) for high school teachers who are the only ones teaching a given course
- The need for more concurrent enrollment and Advanced Placement courses at OAHS
- The need for more teaching to students on digital citizenship
- The need for more opportunities for OAHS students to participate in job shadowing
- More California State Standards-aligned instructional materials for OA Independent Study

## B. Pupil Outcomes

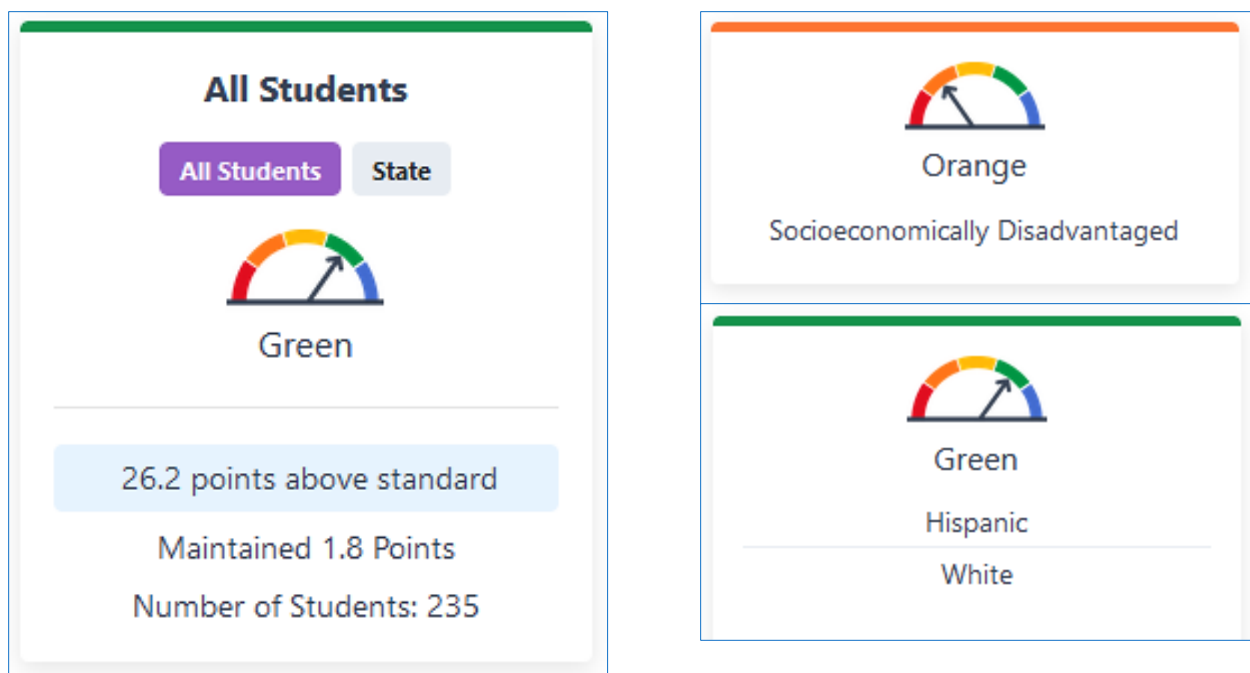
### Student Achievement (SBE Priority 4)

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

#### Student Performance on Standardized Tests

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

### English Language Arts Assessment Report



Staff take pride in the green dashboard rating for English/Language Arts achievement by all grades 3-8 students but note that the performance of the Socioeconomically Disadvantaged subgroup in grades 3-8 need to improve. Note that this rating is based on student results from 2019, as CAASPP testing was not administered in 2020.

The following charts contain OA's results in English/Language Arts for each of the tested grade levels. The charts also show results by goal areas within E/LA.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2456.3	2426.1	2463.0	34.62	36.36	37.50	26.92	9.09	31.25	23.08	27.27	18.75	15.38	27.27	12.50
Grade 4	2487.4	2466.1	2498.0	35.29	26.09	23.53	11.76	21.74	52.94	29.41	21.74	5.88	23.53	30.43	17.65
Grade 5	2471.8	2509.8	2501.8	11.11	22.22	21.05	27.78	27.78	31.58	27.78	22.22	21.05	33.33	27.78	26.32
Grade 6	2529.0	2493.2	2524.3	4.55	6.25	15.79	40.91	25.00	26.32	36.36	43.75	36.84	18.18	25.00	21.05
Grade 7	2566.3	2573.6	2581.5	22.73	13.04	20.00	31.82	43.48	50.00	27.27	30.43	10.00	18.18	13.04	20.00
Grade 8	2579.4	2568.9	2566.8	21.74	12.00	10.71	34.78	32.00	39.29	17.39	40.00	35.71	26.09	16.00	14.29
Grade 11	2647.4	2627.5	2621.0	40.29	35.29	32.54	35.97	30.15	36.51	19.42	21.32	19.05	4.32	13.24	11.90
All Grades	N/A	N/A	N/A	31.46	27.76	26.53	32.96	28.52	37.55	22.85	25.86	20.82	12.73	17.87	15.10

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.46	22.73	43.75	46.15	45.45	37.50	15.38	31.82	18.75
Grade 4	29.41	13.04	41.18	58.82	60.87	52.94	11.76	26.09	5.88
Grade 5	11.76	38.89	21.05	52.94	27.78	63.16	35.29	33.33	15.79
Grade 6	9.09	12.50	15.79	63.64	31.25	57.89	27.27	56.25	26.32
Grade 7	36.36	39.13	25.00	40.91	52.17	65.00	22.73	8.70	10.00
Grade 8	30.43	28.00	21.43	34.78	44.00	39.29	34.78	28.00	39.29
Grade 11	48.20	44.12	39.68	40.29	44.85	42.06	11.51	11.03	18.25
All Grades	37.97	35.36	33.47	44.36	44.87	46.94	17.67	19.77	19.59

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.92	22.73	37.50	50.00	50.00	50.00	23.08	27.27	12.50
Grade 4	23.53	34.78	29.41	58.82	34.78	52.94	17.65	30.43	17.65
Grade 5	11.76	16.67	26.32	52.94	66.67	47.37	35.29	16.67	26.32
Grade 6	22.73	12.50	21.05	59.09	31.25	52.63	18.18	56.25	26.32
Grade 7	36.36	30.43	30.00	40.91	43.48	55.00	22.73	26.09	15.00
Grade 8	43.48	20.00	32.14	26.09	60.00	60.71	30.43	20.00	7.14
Grade 11	45.32	41.91	35.71	43.88	39.71	53.17	10.79	18.38	11.11
All Grades	37.22	33.08	32.65	45.49	43.73	53.47	17.29	23.19	13.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.92	27.27	25.00	61.54	54.55	68.75	11.54	18.18	6.25
Grade 4	17.65	21.74	17.65	70.59	65.22	70.59	11.76	13.04	11.76
Grade 5	11.76	33.33	15.79	76.47	61.11	68.42	11.76	5.56	15.79
Grade 6	13.64	31.25	15.79	72.73	43.75	57.89	13.64	25.00	26.32
Grade 7	18.18	21.74	30.00	63.64	78.26	60.00	18.18	0.00	10.00
Grade 8	17.39	24.00	10.71	65.22	64.00	82.14	17.39	12.00	7.14
Grade 11	34.53	31.62	28.57	58.27	62.50	62.70	7.19	5.88	8.73
All Grades	26.69	28.90	23.67	62.78	62.36	65.71	10.53	8.75	10.61

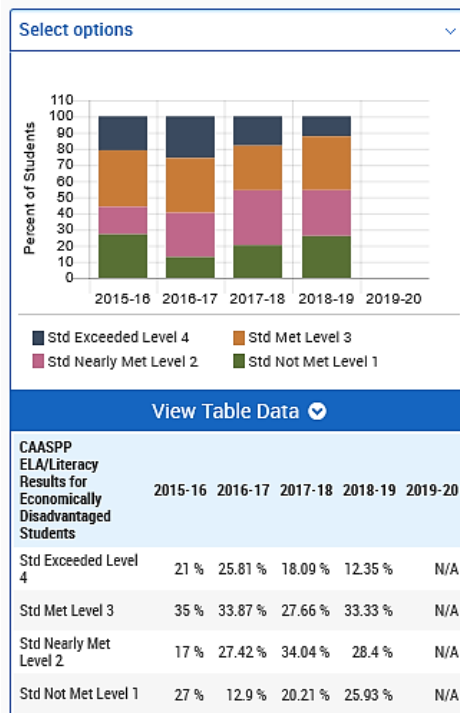
Grade Level	Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.62	27.27	37.50	46.15	50.00	50.00	19.23	22.73	12.50
Grade 4	35.29	17.39	17.65	47.06	73.91	52.94	17.65	8.70	29.41
Grade 5	11.76	16.67	36.84	64.71	50.00	31.58	23.53	33.33	31.58
Grade 6	13.64	12.50	10.53	63.64	68.75	63.16	22.73	18.75	26.32
Grade 7	40.91	21.74	35.00	45.45	65.22	45.00	13.64	13.04	20.00
Grade 8	34.78	28.00	17.86	39.13	52.00	57.14	26.09	20.00	25.00
Grade 11	56.12	38.24	39.68	34.53	49.26	48.41	9.35	12.50	11.90
All Grades	43.23	30.04	32.65	42.11	54.37	49.39	14.66	15.59	17.96

Overall, the percentage of OA students in grades 3-8 and 11 meeting or exceeding standard went from 56.3 percent in 2017-2018 to 64.1 percent in 2018-2019, an increase of 6.8 points. Generally, rates of meeting or exceeding proficiency increase as the grade levels progress. Grades 5, 6, and 8 are lower performing grades both overall and in the goal areas. Reading is the goal area with the highest percentage of students below standard, but Research/Inquiry closely follows.

Additionally, here are longitudinal proficiency results by subgroup:

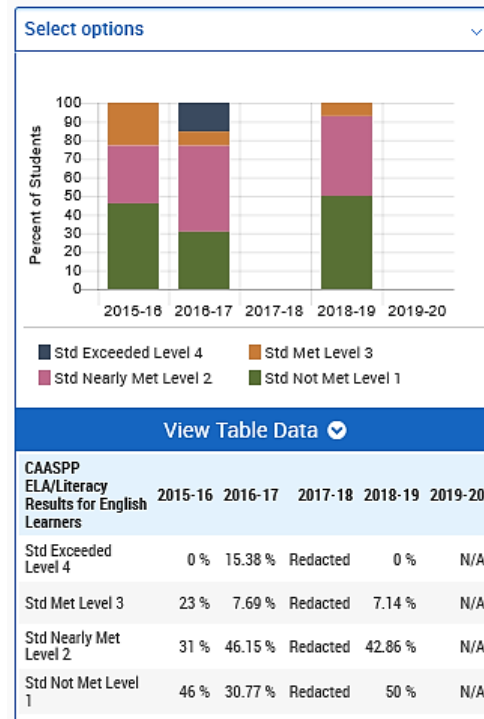
### CAASPP ELA/Literacy Results for Economically Disadvantaged Students

Orcutt Academy Charter  
CDS Code 42-69260-0116434



### CAASPP ELA/Literacy Results for English Learners

Orcutt Academy Charter  
CDS Code 42-69260-0116434

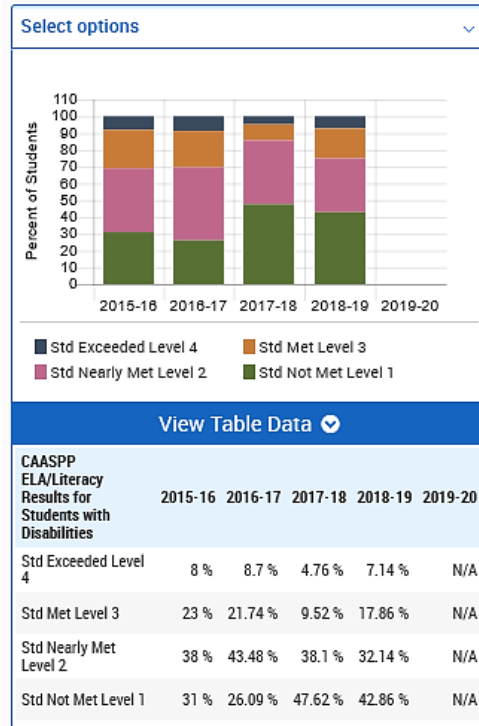




### CAASPP ELA/Literacy Results for Students with Disabilities

Orcutt Academy Charter

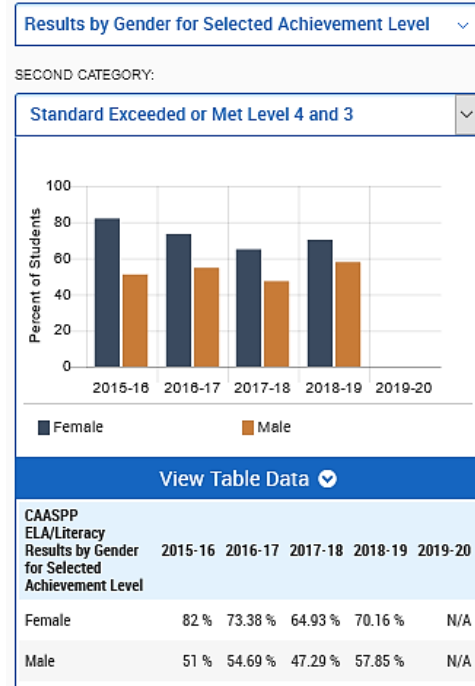
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### CAASPP ELA/Literacy Results by Gender for Selected Achievement Level

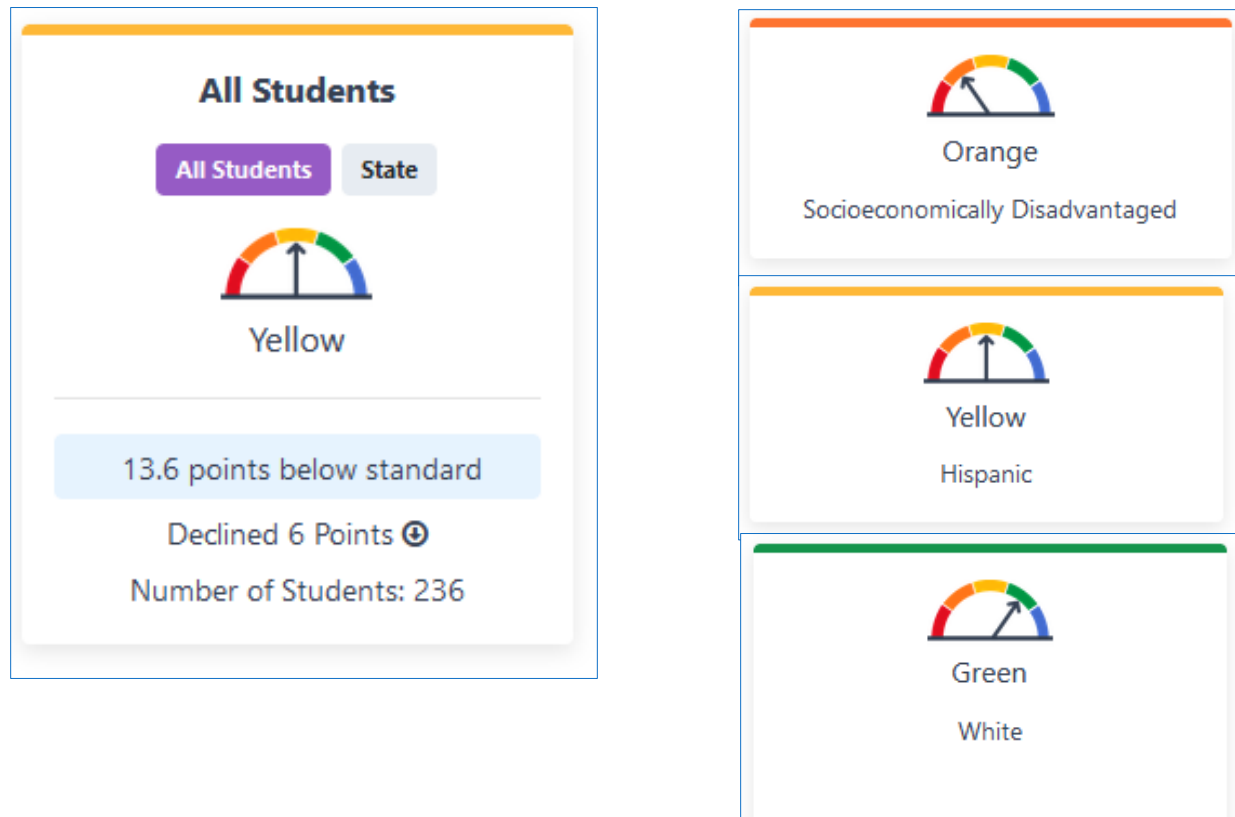
Orcutt Academy Charter

CDS Code 42-69260-0116434



The longitudinal data displayed in the previous charts show that the E/LA performance of low-income students, English Learners, and students with disabilities has declined over time. Additionally, female students have a higher level of E/LA proficiency than male students. More attention will need to be devoted to progress monitoring of unduplicated students and follow-up with instruction and intervention.

## Mathematics Assessment Report



Math performance overall by grades 3-8 and 11 was mixed, with only one subgroup (White students) accomplishing blue or green on the dashboard (keep in mind that, as with E/LA results, the point of reference is CAASPP testing in 2019). The Socioeconomically Disadvantaged subgroup slipped from yellow to orange status, while the Hispanic subgroup remained in yellow. The following charts contain OA's results in Mathematics for each of the tested grade levels. The charts also show results by goal areas within Math.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2440.6	2437.9	2426.9	11.54	31.82	18.75	53.85	9.09	31.25	11.54	31.82	31.25	23.08	27.27	18.75
Grade 4	2476.8	2448.3	2482.8	29.41	8.70	17.65	17.65	30.43	29.41	23.53	21.74	35.29	29.41	39.13	17.65
Grade 5	2469.2	2507.0	2488.4	5.56	22.22	21.05	16.67	16.67	21.05	33.33	22.22	15.79	44.44	38.89	42.11
Grade 6	2493.0	2498.4	2515.3	9.09	6.25	15.79	22.73	25.00	15.79	22.73	25.00	31.58	45.45	43.75	36.84
Grade 7	2524.2	2553.7	2552.5	13.64	29.17	19.05	22.73	8.33	23.81	40.91	37.50	33.33	22.73	25.00	23.81
Grade 8	2565.9	2553.0	2542.7	17.39	17.39	21.43	21.74	17.39	14.29	30.43	34.78	14.29	30.43	30.43	50.00
Grade 11	2626.5	2633.4	2622.2	16.67	18.38	17.46	38.41	33.82	38.10	26.81	30.15	21.43	18.12	17.65	23.02
All Grades	N/A	N/A	N/A	15.41	19.08	18.29	33.08	25.95	30.08	26.69	29.77	23.58	24.81	25.19	28.05



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.08	36.36	18.75	65.38	36.36	56.25	11.54	27.27	25.00
Grade 4	29.41	21.74	17.65	47.06	43.48	58.82	23.53	34.78	23.53
Grade 5	5.56	22.22	15.79	44.44	38.89	42.11	50.00	38.89	42.11
Grade 6	13.64	12.50	15.79	45.45	37.50	47.37	40.91	50.00	36.84
Grade 7	18.18	29.17	19.05	59.09	54.17	66.67	22.73	16.67	14.29
Grade 8	26.09	13.04	32.14	47.83	69.57	28.57	26.09	17.39	39.29
Grade 11	28.26	30.15	25.40	57.25	57.35	60.32	14.49	12.50	14.29
All Grades	24.06	26.72	23.17	54.89	52.67	54.47	21.05	20.61	22.36

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.62	36.36	18.75	38.46	27.27	62.50	26.92	36.36	18.75
Grade 4	29.41	21.74	35.29	23.53	30.43	29.41	47.06	47.83	35.29
Grade 5	22.22	33.33	26.32	22.22	16.67	21.05	55.56	50.00	52.63
Grade 6	13.64	12.50	15.79	31.82	43.75	42.11	54.55	43.75	42.11
Grade 7	22.73	33.33	19.05	36.36	33.33	52.38	40.91	33.33	28.57
Grade 8	21.74	21.74	25.00	39.13	47.83	17.86	39.13	30.43	57.14
Grade 11	30.43	40.44	34.92	43.48	36.03	38.89	26.09	23.53	26.19
All Grades	27.44	33.97	29.27	38.35	34.73	37.40	34.21	31.30	33.33

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.23	36.36	31.25	61.54	27.27	37.50	19.23	36.36	31.25
Grade 4	23.53	13.04	23.53	47.06	47.83	52.94	29.41	39.13	23.53
Grade 5	5.56	27.78	10.53	38.89	38.89	52.63	55.56	33.33	36.84
Grade 6	18.18	12.50	5.26	40.91	50.00	36.84	40.91	37.50	57.89
Grade 7	13.64	25.00	23.81	59.09	41.67	47.62	27.27	33.33	28.57
Grade 8	21.74	17.39	25.00	34.78	65.22	42.86	43.48	17.39	32.14
Grade 11	24.64	22.06	24.60	55.07	55.15	54.76	20.29	22.79	20.63
All Grades	21.05	22.14	22.36	51.50	50.38	50.00	27.44	27.48	27.64

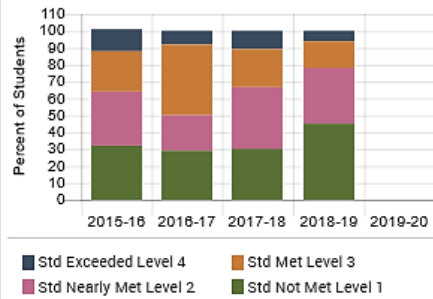
In the CAASPP Math assessments, the percentage of OA students in grades 3-8 and 11 meeting or exceeding standard went from 45.0 percent in 2017-2018 to 48.4 percent in 2018-2019, an increase of 3.4 points. Proficiency in math is lower than in English/language arts. As with English/language arts, math achievement generally rises as the grade levels progress. Concepts and Procedures has continued to be the weakest sub-area within Mathematics.

Additionally, here are longitudinal proficiency results by subgroup:

## CAASPP Mathematics Results for Economically Disadvantaged Students

Orcutt Academy Charter  
CDS Code 42-69260-0116434

Select options



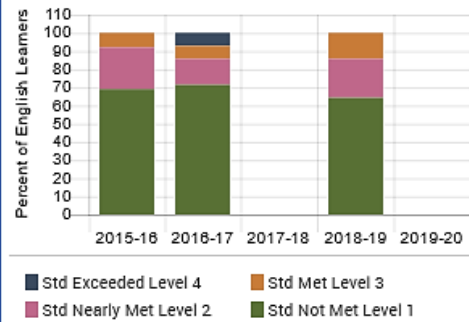
View Table Data

CAASPP Mathematics Results for Economically Disadvantaged Students	2015-16	2016-17	2017-18	2018-19	2019-20
Std Exceeded Level 4	13 %	8.06 %	10.75 %	6.1 %	N/A
Std Met Level 3	24 %	41.94 %	22.58 %	15.85 %	N/A
Std Nearly Met Level 2	32 %	20.97 %	36.56 %	32.93 %	N/A
Std Not Met Level 1	32 %	29.03 %	30.11 %	45.12 %	N/A

## CAASPP Mathematics Results for English Learners

Orcutt Academy Charter  
CDS Code 42-69260-0116434

Select options

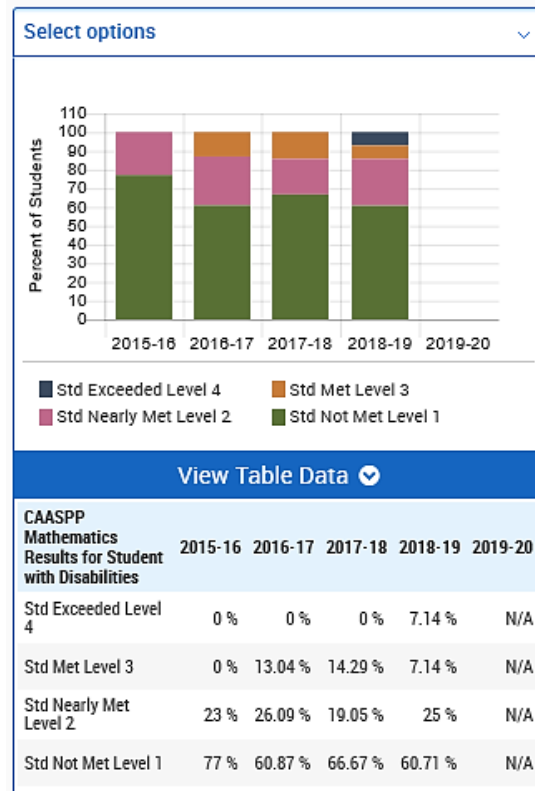


View Table Data

CAASPP Mathematics Results for English Learners	2015-16	2016-17	2017-18	2018-19	2019-20
Std Exceeded Level 4	0 %	7.14 %	Redacted	0 %	N/A
Std Met Level 3	8 %	7.14 %	Redacted	14.29 %	N/A
Std Nearly Met Level 2	23 %	14.29 %	Redacted	21.43 %	N/A
Std Not Met Level 1	69 %	71.43 %	Redacted	64.29 %	N/A

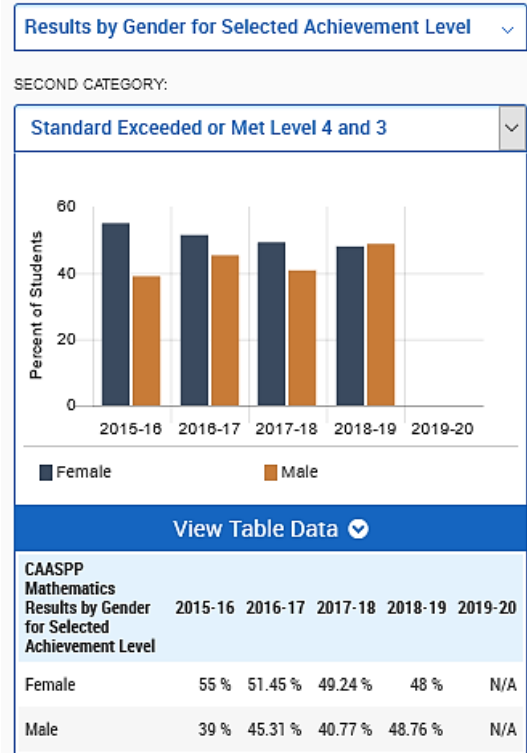
## CAASPP Mathematics Results for Student with Disabilities

Orcutt Academy Charter  
CDS Code 42-69260-0116434



## CAASPP Mathematics Results by Gender for Selected Achievement Level

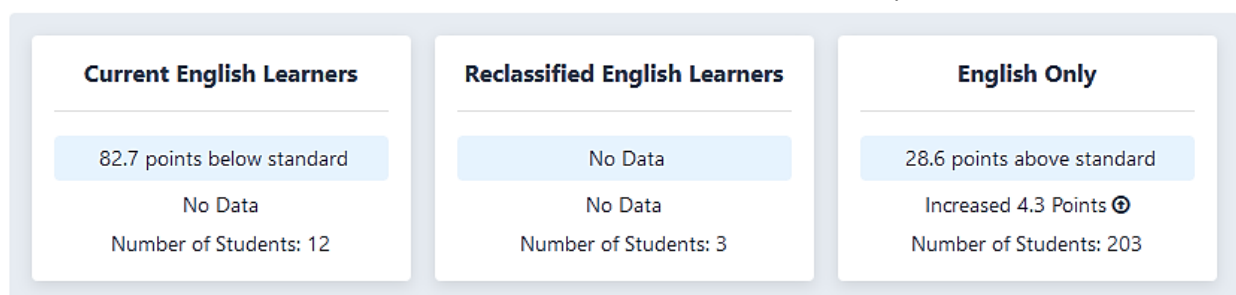
Orcutt Academy Charter  
CDS Code 42-69260-0116434



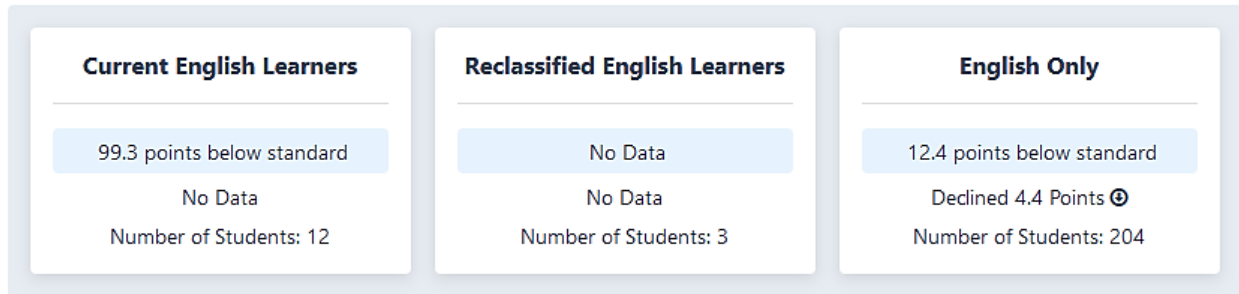
The longitudinal data displayed in the previous charts show that the math performance of low-income students, English Learners, and students with disabilities has declined over time. Additionally, female students have a higher level of E/LA proficiency than male students. More attention will need to be devoted to progress monitoring of unduplicated students and follow-up with instruction and intervention.

### English Learners

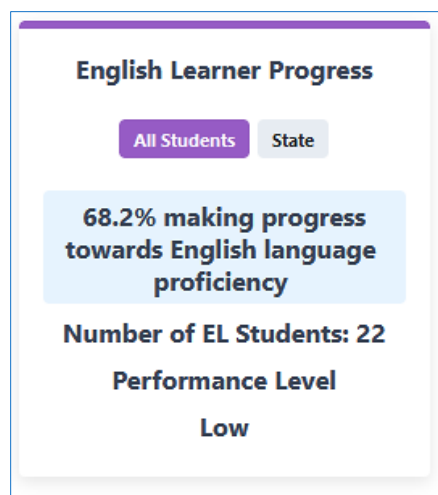
Additional information on distance from standard for current English Learners and prior or redesignated English Learners is not available, as these groups are not statistically significant. The California School Dashboard data for distance from standard in E/LA is as follows:



Dashboard data for distance from standard in mathematics is as follows, with the EL subgroups again statistically insignificant:

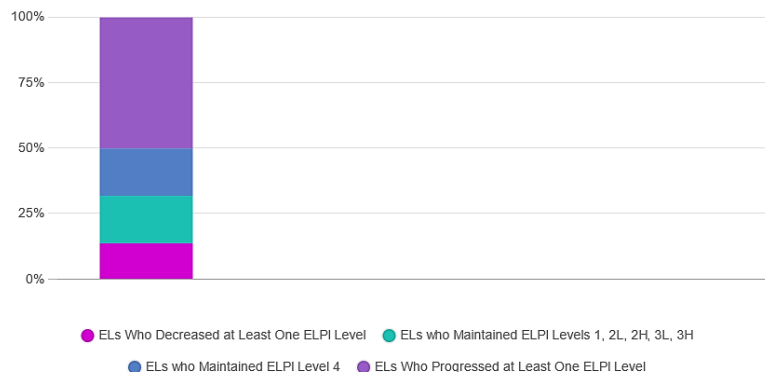


Data from the California School Dashboard on English Learners' progress toward proficiency in English is as follows:



#### 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.



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

#### Foster Youth

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

#### Advanced Placement (AP) Data

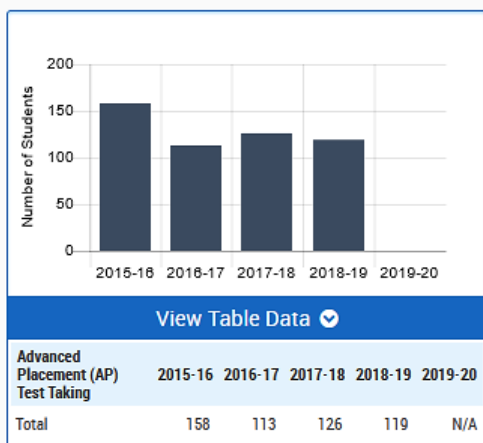
In 2018-2019 Advanced Placement testing, the number of students participating in end-of-course AP tests taken (119) and the percentage of OAHS students scoring 3 or higher on the AP test (54.1 percent) were down a bit from the previous year (126 students, 57.6 percent). In analyzing AP testing, it needs to be noted that OAHS and other local high schools are increasingly emphasizing concurrent enrollment (as OAHS does with Allan Hancock College) in

place of AP courses. Concurrent enrollment affords students the opportunity to accrue college credit in rigorous courses without having the burden of a single high-stakes test.

A full breakdown can be found as follows:

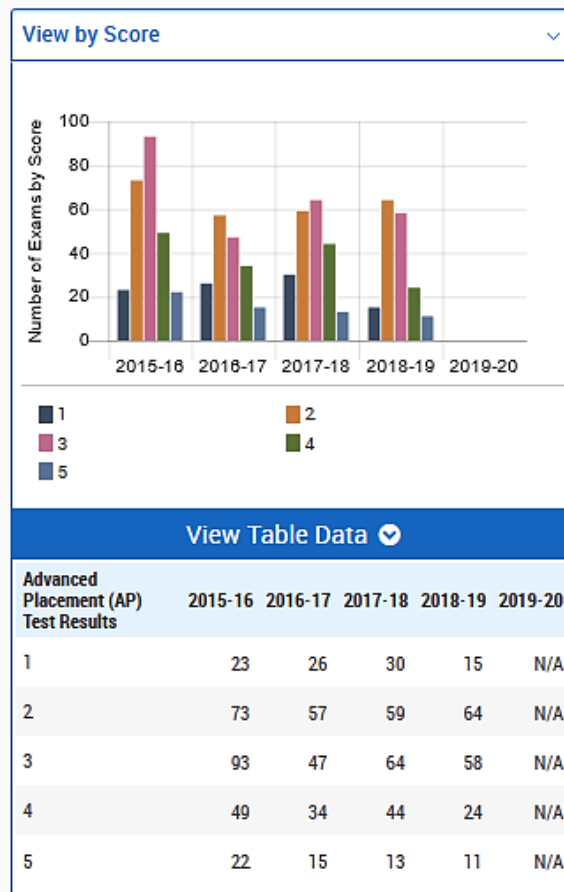
### Advanced Placement (AP) Test Taking

Orcutt Academy Charter  
CDS Code 42-69260-0116434



### Advanced Placement (AP) Test Results

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### Scholastic Aptitude Test (SAT) and Preliminary Scholastic Aptitude Test (PSAT)

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

In preparation for taking the SAT and other college admissions tests, OAHS students take the PSAT in two forms, Version 10 and the National Merit Scholarship Qualifying Test (NMSQT).

Scores from the PSAT mirror the way SAT results are reported, including college and career readiness benchmarks. A look at the past two years of SAT and PSAT results shows that OAHS students consistently surpass the mean scores and benchmark percentages of students statewide and in the total group of SAT and PSAT test-takers:

## 2018-2019 School Year

### SAT

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

### PSAT 10, Spring 2019

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

### PSAT/NMSQT, Fall 2018

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

## 2019-2020 School Year

### SAT, March 2020

Testing Date	Test Takers	Mean Scores			% Met Benchmarks		
		Total	ERW	Math	Both	ERW	Math
March 2020	22	1176	588	588	91%	95%	95%
California	4,722	1147	571	576	66%	83%	69%
Total Group	76,105	1155	575	580	68%	85%	70%

### PSAT/NMSQT, Fall 2019, 9<sup>th</sup> Grade

Group	Test Takers	Mean Scores			% Met Both ERW & Math Benchmarks
		Total	ERW	Math	
Grade 9	176	903	449	455	36%
California	16,160	872	436	437	28%
Total Group	173,248	923	466	458	37%

### PSAT/NMSQT, Fall 2019, 10<sup>th</sup> Grade

Group	Test Takers	Mean Scores			% Met Both ERW & Math Benchmarks
		Total	ERW	Math	
Grade 10	152	976	487	490	48%
California	252,973	890	446	444	30%
Total Group	1,834,172	925	467	458	37%

### PSAT/NMSQT, Fall 2019, 11<sup>th</sup> Grade

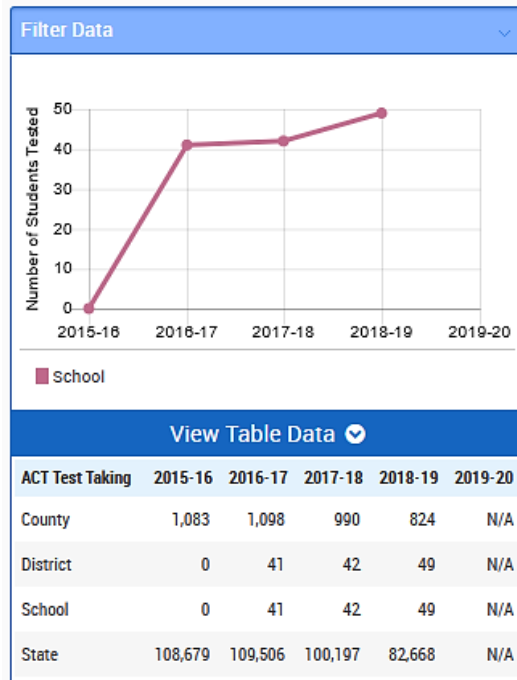
Group	Test Takers	Mean Scores			% Met Both ERW & Math Benchmarks
		Total	ERW	Math	
Grade 11	132	1052	534	519	52%
California	237,840	961	485	476	32%
Total Group	1,708,227	1004	509	494	41%

## American College Testing (ACT) Results

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

### ACT Test Taking

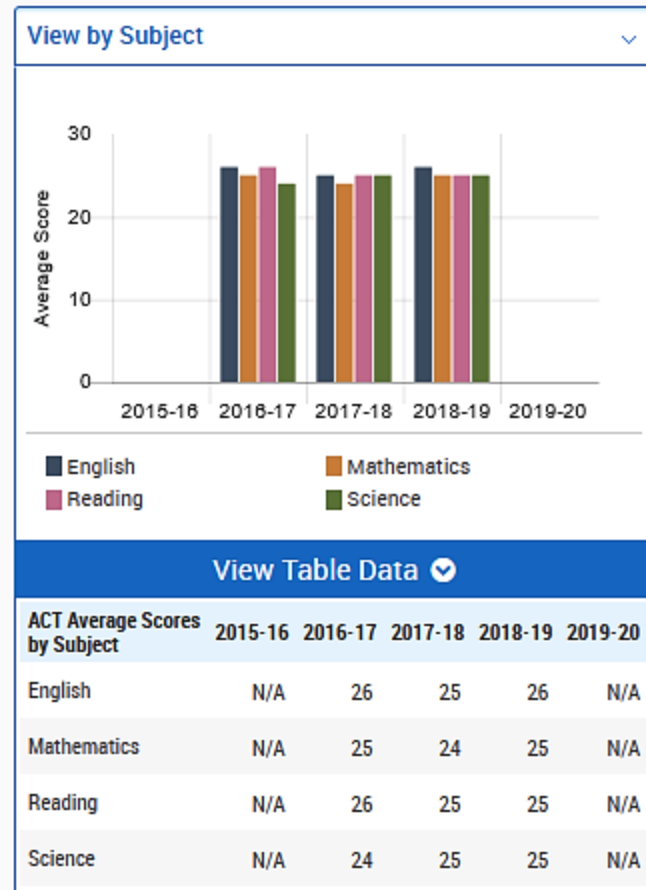
Orcutt Academy Charter  
CDS Code 42-69260-0116434



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

### ACT Average Scores by Subject

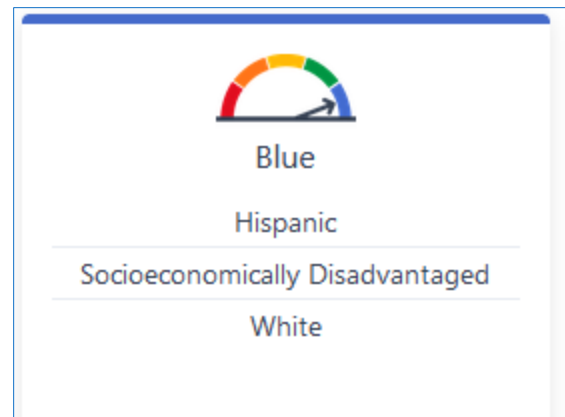
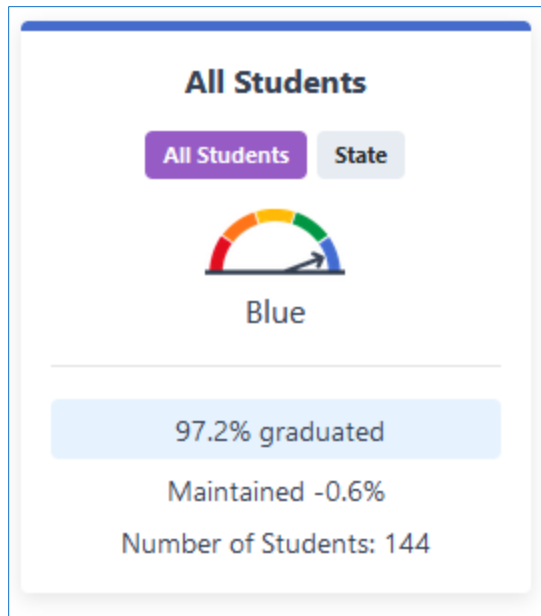
Orcutt Academy Charter  
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### Graduation Rate

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



### Credit Recovery

Credit recovery has emerged as a critical area for OAHS, as the number of students needing to recoup credit has steadily risen. As of this writing, it is projected that 48 students will need to do credit recovery during Summer 2021 and the 2021-2022 school year. The school is switching from Apex Learning to Edgenuity as its platform for credit recovery because the Edgenuity online curriculum appears to be more student-friendly and more engaging.

Credit Recovery Participants	
2018-2019	9
2019-2020	8
2020-2021	14

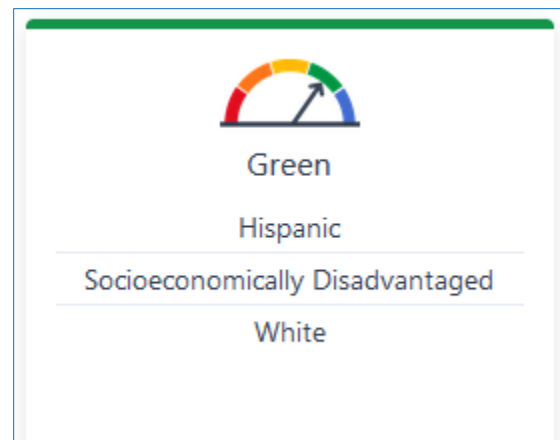
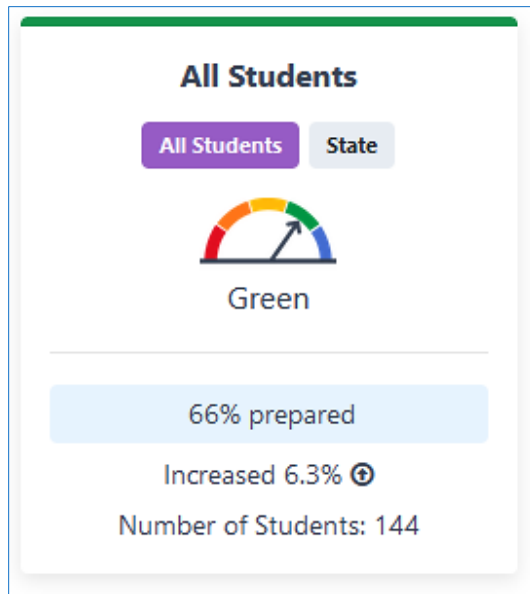
### Course Completion and College/Career Readiness

From this year's graduating class, 64 percent of graduates have accomplished the University of California's a-g requirements – an increase of 8 percent from 2020. A review of the data shows that 19 percent of 2021 graduates are short of UC a-g completion by just one subject. Most OAHS graduates opt to attend community college instead of a four-year college or university, but the trend of students meeting a-g requirements is holding strong.

% Graduating Seniors with UC a-g Approval	
Class of 2020	56%
Class of 2021	64%

To increase the percentage of students who are able to identify a college major they would like to pursue, OAHS has implemented a *Get Focused...Stay Focused!* curriculum that engages students in (1) exploration of personal strengths, preferences, and career interests; and (2) the development of personal 10-year plan for high school, college, and beyond. This curriculum is embedded in two required courses, a PROD 301 concurrent enrollment course for ninth graders and Success 103 for 12<sup>th</sup> graders.

OA has earned a green rating on the California School Dashboard for College/Career Readiness. Dashboard ratings are as follows:

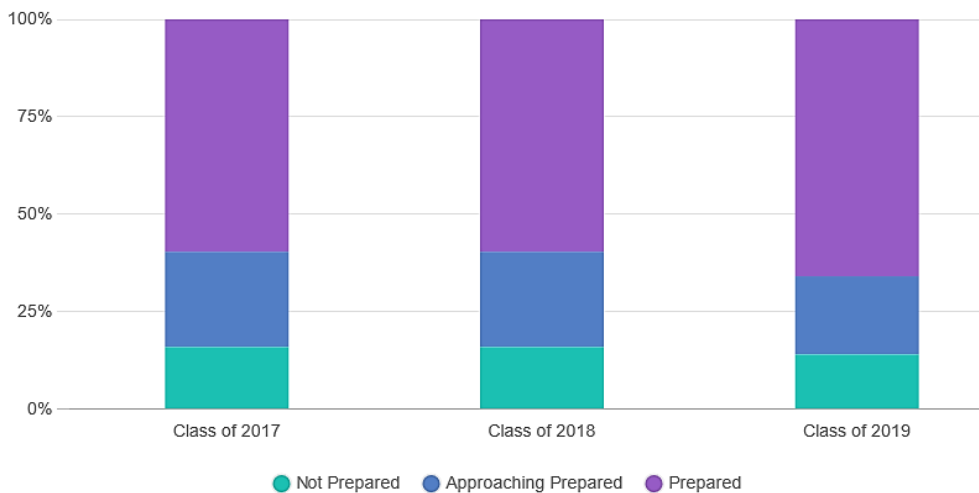


College/Career Readiness Indicator ratings are based on CAASPP/SBAC data, Advanced Placement results, completion of dual/concurrent enrollment credit, accomplishment of University of California A-G requirements, and/or completion of a Career Technical Education (CTE) pathway.

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

### College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



### Community College Performance in First Semester

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

- In 2020-2021 a higher percentage of OAHS graduates attempted 12 or more units in their first semester than in previous years and a higher percentage gained credit than in previous years
- In 2020-2021 OAHS graduates posted a higher first-semester grade point average (2.92) than in previous years
- In two of the last three years, Business Administration has been the most popular major for OAHS graduates attending Hancock
- OAHS graduates are coming to Hancock with dramatically more college credit accrued through concurrent enrollment classes than are graduates of other local high schools (see chart on next page)
- In 2019-2020 there were the highest-ever number of (1) OAHS graduates who earned AA/AS degrees and (2) OAHS graduates transferring to a four-year university (see chart on next page)

School stakeholders believe the Hancock Promise (first year of college free) is having a positive impact on the performance and intent of OAHS graduates attending Hancock.

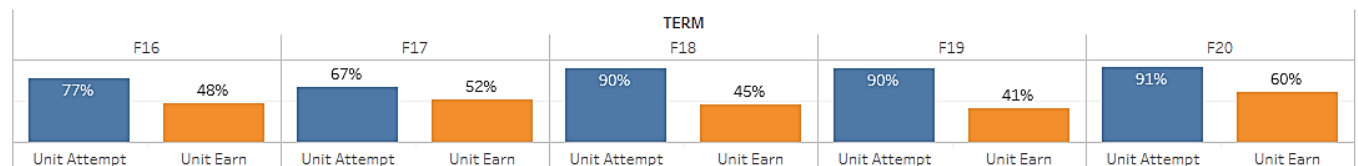
**2 Entry | First term/academic year outcomes of credit first time, fall term, degree/transfer seeking students**  
Chosen HS/District: Orcutt Academy Charter



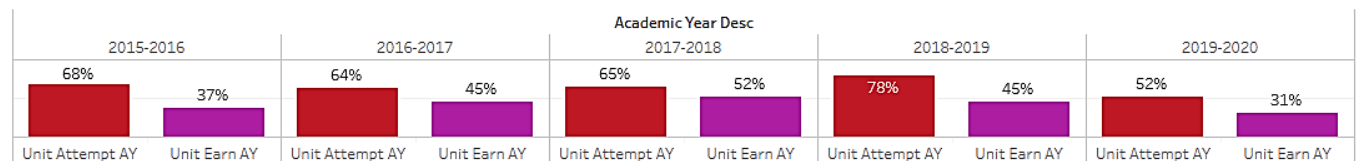
Retention=% of courses students are enrolled at end of a term. Success=% of courses students received a grade of 'C' or better.  
Fall to spring persistence (F2S)=% of students enrolled fall term that enrolled in subsequent spring term.

**Unit Milestone first term (12 Term / 24 AY)**

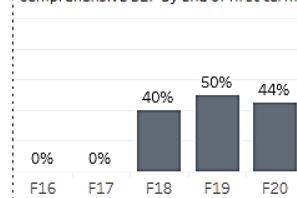
Unit Milestone  
● 12 Term / 24 AY  
○ 15 Term / 30 AY



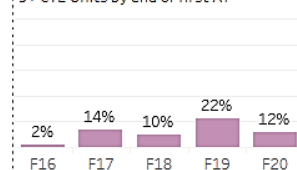
**Unit Milestone first academic year (12 Term / 24 AY)**



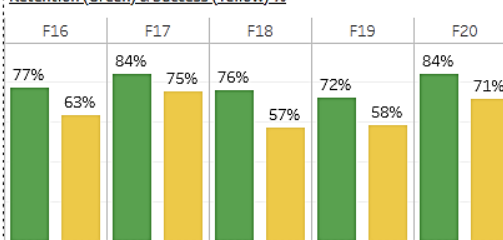
**Comprehensive SEP by end of first term**



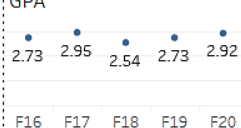
**9+ CTE Units by end of first AY**



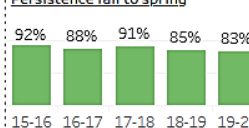
**Retention (Green) & Success (Yellow) %**



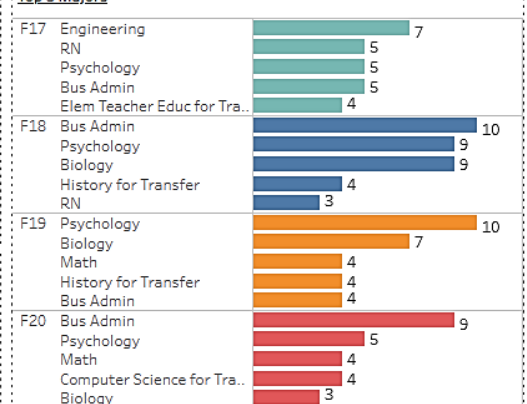
**GPA**



**Persistence fall to spring**

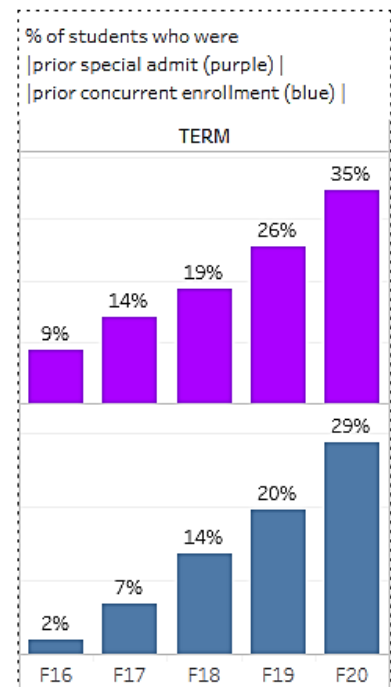
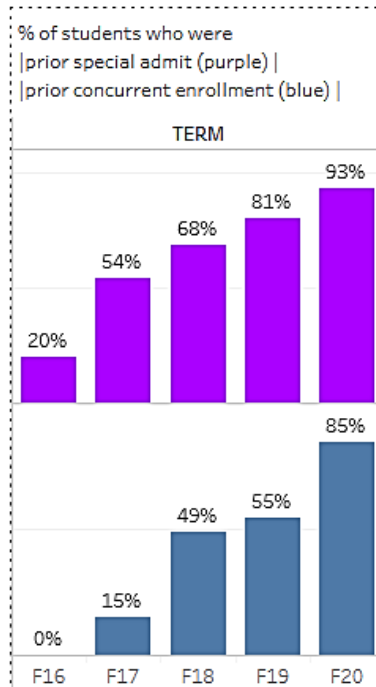


**Top 5 Majors**



## Percentage of Students with College Credit

*Concurrent Enrollment  
(OAHs on left, all local high  
school graduates on right)*



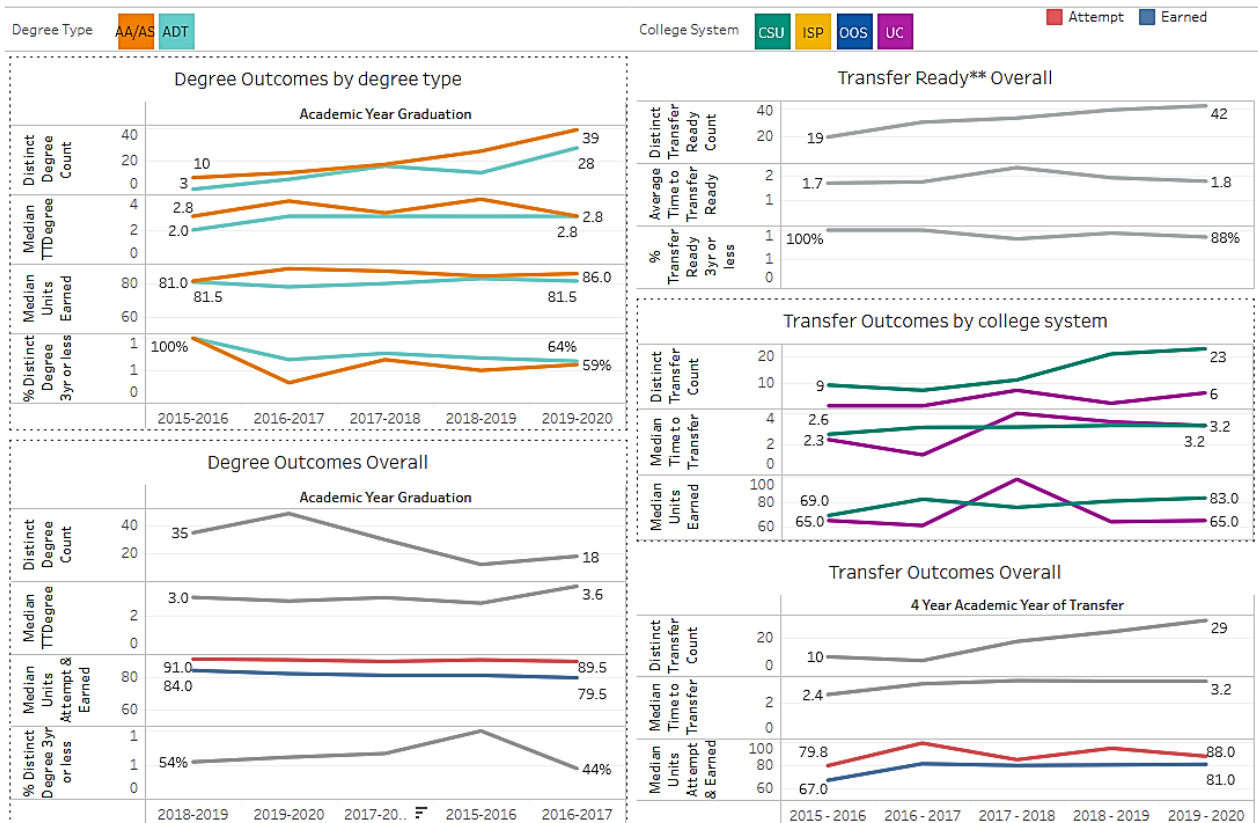
## Degree and Transfer Outcomes

## 4 Completion &amp; Transition | Outcomes of students who started at AHC

Chosen HS/District: Orcutt Academy Charter

Degree type (AA/AS or ADT) or college system (CSU, UC, ISP-In State Private, OOS-Out of State). | Data are sorted by the academic year the student achieved the outcome.

\*\*Transfer Ready = 60+ transfer units earned &amp; 2.0 GPA &amp; complete a transfer Math and transfer English course.\*\*



Surveys of stakeholders indicate solid support for raising student achievement.

Additional needs/areas of concern in this area include:

- The need for data points that show the year-to-year progress of OAHS students in English/language arts and mathematics. In 2019-2020 OAHS had all students in grades 9, 10, and 11 take the PSAT. The school plans to resume the PSAT in 2021-2022.
- The need for systematic, targeted interventions using student data and a system of supports (Response to Intervention), including small group and individualized instruction

<b>Survey on LCAP Priorities</b>	
Priority: Increase Student Achievement	
<i>Year</i>	<i>% Identifying as "High" Priority</i>
2014	85%
2015	66%
2016	69%
2017	62%
2018	63%
2019	59%
2021	63%

## Other Pupil Outcomes (SBE Priority 8)

### State Fitness Testing

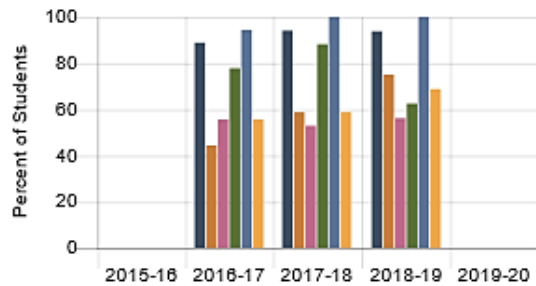
Results of state fitness testing administered to students in grades 5, 7, and 9 in Spring 2019 show that body composition and aerobic capacity were weaker areas and trunk extension strength, abdominal strength, and flexibility were stronger areas. P.E. staff have reviewed the results and are planning more aerobic activities. OAK-8 students are benefiting from having a credentialed P.E. teacher providing lessons. Data for fifth and seventh grades are separated from data from ninth grade for readability.

## Percent of Students Scoring in the Healthy Fitness Zone on the Physical Fitness Exam for Grade 5

Orcutt Academy Charter

CDS Code 42-69260-0116434

### View by Fitness Category



Abdominal Strength  
Aerobic Capacity  
Body Composition  
Flexibility  
Trunk Extension Strength  
Upper Body Strength

### View Table Data

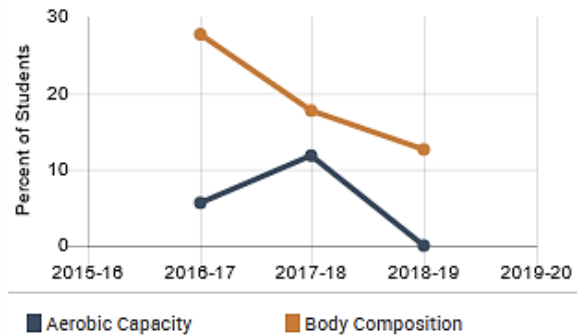
Percent of Students Scoring in the Healthy Fitness Zone on the Physical Fitness Exam for Grade 5	2015-16	2016-17	2017-18	2018-19	2019-20
Abdominal Strength	Redacted	88.9 %	94.1 %	93.8 %	N/A
Aerobic Capacity	Redacted	44.4 %	58.8 %	75 %	N/A
Body Composition	Redacted	55.6 %	52.9 %	56.2 %	N/A
Flexibility	Redacted	77.8 %	88.2 %	62.5 %	N/A
Trunk Extension Strength	Redacted	94.4 %	100 %	100 %	N/A
Upper Body Strength	Redacted	55.6 %	58.8 %	68.8 %	N/A

## Percent of Students at Health Risk on the Physical Fitness Exam for Grade 5

Orcutt Academy Charter

CDS Code 42-69260-0116434

### Filter Data



### View Table Data

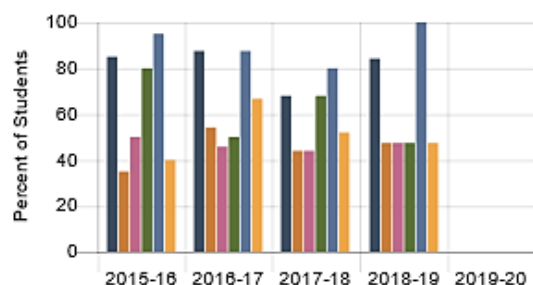
Percent of Students at Health Risk on the Physical Fitness Exam for Grade 5	2015-16	2016-17	2017-18	2018-19	2019-20
Aerobic Capacity	Redacted	5.6 %	11.8 %	0 %	N/A
Body Composition	Redacted	27.7 %	17.7 %	12.6 %	N/A

## Percent of Students Scoring in the Healthy Fitness Zone on the Physical Fitness Exam for Grade 7

Orcutt Academy Charter

CDS Code 42-69260-0116434

### View by Fitness Category



■ Abdominal Strength   ■ Aerobic Capacity  
 ■ Body Composition   ■ Flexibility  
 ■ Trunk Extension Strength   ■ Upper Body Strength

### View Table Data

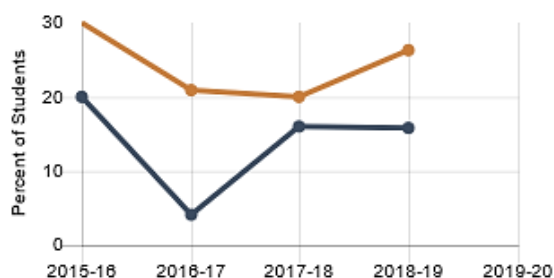
Percent of Students Scoring in the Healthy Fitness Zone on the Physical Fitness Exam for Grade 7	2015-16	2016-17	2017-18	2018-19	2019-20
Abdominal Strength	85 %	87.5 %	68 %	84.2 %	N/A
Aerobic Capacity	35 %	54.2 %	44 %	47.4 %	N/A
Body Composition	50 %	45.8 %	44 %	47.4 %	N/A
Flexibility	80 %	50 %	68 %	47.4 %	N/A
Trunk Extension Strength	95 %	87.5 %	80 %	100 %	N/A
Upper Body Strength	40 %	66.7 %	52 %	47.4 %	N/A

## Percent of Students at Health Risk on the Physical Fitness Exam for Grade 7

Orcutt Academy Charter

CDS Code 42-69260-0116434

### Filter Data



■ Aerobic Capacity   ■ Body Composition

### View Table Data

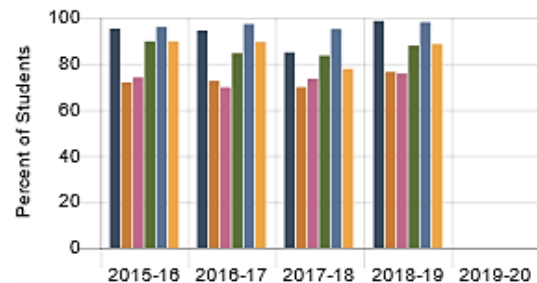
Percent of Students at Health Risk on the Physical Fitness Exam for Grade 7	2015-16	2016-17	2017-18	2018-19	2019-20
Aerobic Capacity	20 %	4.1 %	16 %	15.8 %	N/A
Body Composition	30 %	20.9 %	20 %	26.3 %	N/A

## Percent of Students Scoring in the Healthy Fitness Zone on the Physical Fitness Exam for Grade 9

Orcutt Academy Charter

CDS Code 42-69260-0116434

### View by Fitness Category



### View Table Data

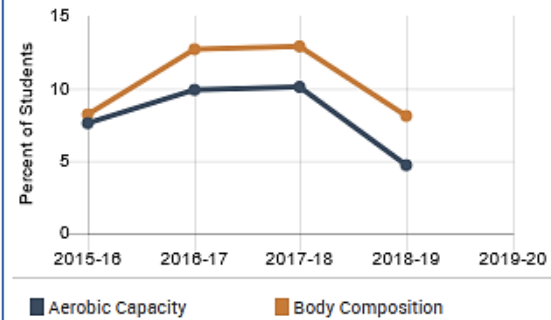
Percent of Students Scoring in the Healthy Fitness Zone on the Physical Fitness Exam for Grade 9	2015-16	2016-17	2017-18	2018-19	2019-20
Abdominal Strength	95.2 %	94.4 %	84.9 %	98.6 %	N/A
Aerobic Capacity	71.9 %	72.5 %	69.8 %	76.4 %	N/A
Body Composition	74 %	69.7 %	73.4 %	75.7 %	N/A
Flexibility	89.7 %	84.5 %	83.5 %	87.8 %	N/A
Trunk Extension Strength	95.9 %	97.2 %	95 %	98 %	N/A
Upper Body Strength	89.7 %	89.4 %	77.7 %	88.5 %	N/A

## Percent of Students at Health Risk on the Physical Fitness Exam for Grade 9

Orcutt Academy Charter

CDS Code 42-69260-0116434

### View by Fitness Category



### View Table Data

Percent of Students at Health Risk on the Physical Fitness Exam for Grade 9	2015-16	2016-17	2017-18	2018-19	2019-20
Aerobic Capacity	7.6 %	9.9 %	10.1 %	4.7 %	N/A
Body Composition	8.2 %	12.7 %	12.9 %	8.1 %	N/A



## C. Engagement

### Parent Involvement (SBE Priority 3)

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

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

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

In a Spring 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	74.26%	75
Classroom volunteer or school volunteer	6.93%	7
Chaperone for field trip, dance, or other activity	9.90%	10
Member of Orcutt Academy School Advisory Council	1.98%	2
PTSA Member	27.72%	28
PTSA Officer or Volunteer	4.95%	5
Attended at least one PTSA event	18.81%	19
English Learners Advisory Committee (ELAC) or District English Learners Advisory Committee (DELAC) Member	0.00%	0
SOAAR (Supporting Orcutt Academy's Academic Resources) Foundation Board Member or Volunteer	2.97%	3
OAHS Athletic Boosters Board Member or Volunteer	4.95%	5
Orcutt Children's Arts Foundation Board Member or Volunteer	5.94%	6
FIRST Robotics/FIRST Lego League Mentor or Volunteer	8.91%	9
Attended a school or district parent education night	39.60%	40
Participant in OUSD Strategic Planning	2.97%	3
Attended a School Board Meeting	15.84%	16
Total Respondents: 101		

Of the 166 total respondents to the survey on parent involvement, 9.6 percent (up from 7.1 percent in 2019) described themselves as “extremely involved,” 19.9 percent (down from 30.0 percent) described themselves as “very involved,” 50.0 percent (down slightly from 57.1 percent) described themselves as “somewhat involved,” and 20.6 percent (up sharply from 5.7 percent) described themselves as “not involved.” Staff are aiming to increase parent involvement once schools get through the COVID-19 pandemic.

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. Prior to the pandemic, OAK-8 and OAIS had a goal of increasing parent involvement in the school. The OAK-8 PTSA was working to plan a diversity of activities and to “bundle” events on school days so parents need to make only one trip to Los Alamos. OAK-8 also has combined with Olga Reed School on parent education nights on such topics as reading, mathematics, and social media. OAIS had been working to involve parents and families through events such as a Family Bingo Night, a Jog-A-Thon, and a pre-Winter Break family get-together.

As for communication about the school, parents are informed through school, teacher, and district websites as well as through weekly email or online newsletters distributed by the K-8 and high school campuses and the Parent Square communication platform for email and texts. High school students publish the Spartan Oracle online newspaper as a venue for reporting and communication on what is happening. During the pandemic, communication has been so frequent that some parents have voiced complaints about the sheer amount of emails and texts they need to field. Hopefully communication can be streamlined in 2021-2022.

The Spring 2021 survey on parent involvement provided data on how parents hear about school activities/events. It showed that parent respondents are relying less on email school newsletters (55.7 percent, down from 66.2 percent in 2019) and considerably more on Parent Square posts (74.5 percent, up from 60.0 percent in 2019) and Parent Square text message updates (69.6 percent, up from 44.6 percent in 2019). It also showed that respondents would like to have the school expand its use of the school website and PTSA newsletters (print or email). Overall, 43.3 percent of respondents called communication about school activities “excellent,” 43.3 percent called it “good,” 11.3 percent “fair,” and 2.0 percent “poor.” These are markedly improved from 2019, when respondents gave the following ratings: 29.9 percent “excellent,” 42.9 percent “good,” 19.5 percent “fair,” and 7.8 percent “poor.” Full results on school communication follow:

	I FREQUENTLY GET USEFUL INFORMATION FROM THIS SOURCE	I SOMETIMES GET USEFUL INFORMATION FROM THIS SOURCE	I DO NOT USUALLY USE THIS SOURCE TO GET INFORMATION	I WOULD LIKE TO SEE THE SCHOOL EXPAND THE USE OF THIS SOURCE TO PROVIDE INFORMATION TO PARENTS	TOTAL RESPONDENTS
▼ School Newsletter (email)	55.70% 83	23.49% 35	16.11% 24	7.38% 11	149
▼ School or District Parent Square Post (email)	74.50% 111	15.44% 23	7.38% 11	4.03% 6	149
▼ PTSA Newsletter (print or email)	24.14% 35	17.93% 26	51.72% 75	8.28% 12	145
▼ School Parent Square Text Message Updates	69.59% 103	15.54% 23	10.81% 16	4.73% 7	148
▼ PTSA Text Message Updates	20.28% 29	18.18% 26	55.24% 79	6.99% 10	143
▼ Telephone Message/Announcement from School/District	16.67% 24	24.31% 35	53.47% 77	6.94% 10	144
▼ School Website	16.67% 24	40.28% 58	34.72% 50	11.81% 17	144
▼ Spartan Oracle Online School Newspaper (OAHS)	18.18% 26	25.87% 37	52.45% 75	4.20% 6	143
▼ Orcutt Union School District Website	18.37% 27	38.78% 57	37.41% 55	6.80% 10	147
▼ School or District Social Media Sites (i.e., Facebook and Instagram)	10.34% 15	18.62% 27	66.90% 97	6.21% 9	145
▼ Local Media (Newspaper, Online News, Radio/TV)	8.97% 13	16.55% 24	71.72% 104	2.76% 4	145

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

In Spring 2021 parents were asked about communication about their child's academic progress in the same survey. Overall, 36.2 percent of respondents said the school does an "excellent" job of communicating on students' academic progress (up from 26.0 percent in 2019), while 42.6 percent indicated it was "good," 14.9 percent "fair," and 6.4 percent "poor" (in 2019, 8.2 percent of respondents rated communication as "poor.") Trimester/quarter report cards (57.4 percent), email updates from Aeries (48.9 percent), the Aeries Parent Portal (48.9 percent), and fall parent-teacher conferences (39.1 percent) topped the list of ways in which parents receive information on their students' progress; this differs a bit from the 2019 results, which were led by the Aeries Parent Portal (54.2 percent) and fall parent-teacher conferences (50.0 percent). Additionally, 13.8 percent of respondents indicated they would like to see the school expand its use of informal communication such as notes or phone calls from teachers, 11.3 percent said they would appreciate expanded use of fall parent-teacher conferences, and 11.2 percent sought more use of spring parent-teacher conferences. A complete listing of results follows:

	I FREQUENTLY GET USEFUL INFORMATION FROM THIS SOURCE	I SOMETIMES GET USEFUL INFORMATION FROM THIS SOURCE	I DO NOT USUALLY USE THIS SOURCE TO GET INFORMATION	I WOULD LIKE TO SEE THE SCHOOL EXPAND THE USE OF THIS SOURCE TO PROVIDE INFORMATION TO PARENTS	I AM NOT FAMILIAR WITH THIS SOURCE	TOTAL RESPONDENTS
▼ Email updates from Aeries	48.92% 68	26.62% 37	15.11% 21	7.19% 10	3.60% 5	139
▼ Aeries Parent Portal	48.92% 68	32.37% 45	15.11% 21	3.60% 5	1.44% 2	139
▼ Mid-trimester or mid-quarter progress reports from teacher	46.38% 64	26.81% 37	12.32% 17	8.70% 12	7.25% 10	138
▼ Fall parent- teacher conference	39.10% 52	17.29% 23	22.56% 30	11.28% 15	10.53% 14	133
▼ Spring parent- teacher conference	34.33% 46	17.91% 24	26.87% 36	11.19% 15	11.19% 15	134
▼ Student Success Team and/or IEP Meeting	15.67% 21	13.43% 18	35.82% 48	6.72% 9	29.10% 39	134
▼ Trimester or quarter report cards	57.35% 78	24.26% 33	7.35% 10	6.62% 9	5.15% 7	136
▼ Test results (CAASPP, SBAC, AP, PSAT, NWEA, etc.)	18.05% 24	28.57% 38	25.56% 34	9.77% 13	20.30% 27	133
▼ Informal communication from teacher (note, conversation, phone call, etc.)	32.61% 45	34.78% 48	15.22% 21	13.77% 19	5.80% 8	138

## School Culture

In November 2020, both students and parents/guardians took a survey on school culture in association with the development of the Orcutt Academy School Plan for Student Achievement (SPSA). The survey gave respondents prompts about the level of caring and responsiveness they have experienced at the K-8 and high school campuses. The results were largely validating, but this was a first administration and school stakeholders would like to see how and in what ways results are different when the survey is administered in 2021-2022. Following are the results:

### Student Survey

Number of participants by school:

OAK-8	OAHS
26	496

***At my school and during distance learning, there is a teacher or other adult ...***

*Who really cares about me*

Responses by percent:

	OAK-8	OAHS
Not at all true	8	7
A little true	8	21
Pretty much true	35	40
Very much true	50	31

*Who notices when I'm not there*

Responses by percent:

	OAK-8	OAHS
Not at all true	15	7
A little true	19	24
Pretty much true	27	39
Very much true	38	29

*Who listens to me when I have something to say*

Responses by percent:

	OAK-8	OAHS
Not at all true	4	4
A little true	15	19
Pretty much true	46	39
Very much true	35	38

*Who is there for me if I have a problem or concern*

Responses by percent:

	OAK-8	OAHS
Not at all true	8	5
A little true	8	17
Pretty much true	23	40
Very much true	62	38

*Who believes that I will be a success*

Responses by percent:

	OAK-8	OAHS
Not at all true	4	7
A little true	8	17
Pretty much true	38	36
Very much true	50	39

Parent Survey

Number of participants by school:

OAK-8	OAHS
31	208

*At my child's school, the principal and school staff communicate with parents about what is happening at the school.*

Responses by percent:

	OAK-8	OAHS
Strongly disagree	6	5
Disagree	3	2
Neither disagree nor agree	6	5
Agree	19	47
Strongly agree	65	40

*Teachers communicate with parents about what students are expected to learn in class.*

Responses by percent:

	OAK-8	OAHS
Strongly disagree	3	6
Disagree	6	19
Neither disagree nor agree	13	18
Agree	19	42
Strongly agree	58	15

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

Additional needs in this area include:

- Parent education events in virtual formats so more parents can participate
- More efforts to publicize school accomplishments in the local media
- School information available in alternate forms such as a smartphone application

*Parents feel welcome to be involved in the school.*

Responses by percent:

	OAK-8	OAHS
Strongly disagree	3	3
Disagree	10	8
Neither disagree nor agree	10	21
Agree	19	47
Strongly agree	58	21

*If I have a problem or concern, I have someone at school I can talk to*

Responses by percent:

	OAK-8	OAHS
Strongly disagree	6	4
Disagree	0	5
Neither disagree nor agree	16	12
Agree	13	52
Strongly agree	65	27

*School staff take parent concerns seriously*

Responses by percent:

	OAK-8	OAHS
Strongly disagree	6	3
Disagree	6	8
Neither disagree nor agree	6	22
Agree	16	44
Strongly agree	65	24

Survey on LCAP Priorities	
Priority: Increase parental involvement and participation	
Year	% Identifying as "High" Priority
2014	48%
2015	39%
2016	46%
2017	54%
2018	25%
2019	21%
2021	28%

## Pupil Engagement (SBE Priority 5)

### School Attendance Rates

Attendance rates at the K-8 and high school campuses generally have been strong. In 2018-2019, the last complete school year prior to the pandemic, attendance at OAK-8 was 95.8 percent and attendance at OAHS was 97.4 percent. (OA Independent Study is not classroom-based and does not produce seat-based attendance data.) In 2019-2020, attendance remained strong up to campus closure in mid-March 2020. This school year, attendance has actually improved to over 98 percent at both campuses.

School attendance during the 2019-2020 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	
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)

“Student Engagement” (attendance during school closure) data through February 19<sup>th</sup> of 2021 is as follows:

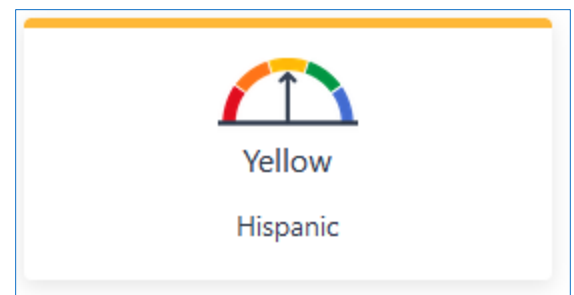
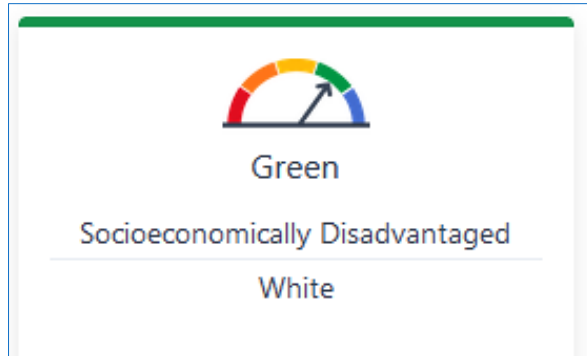
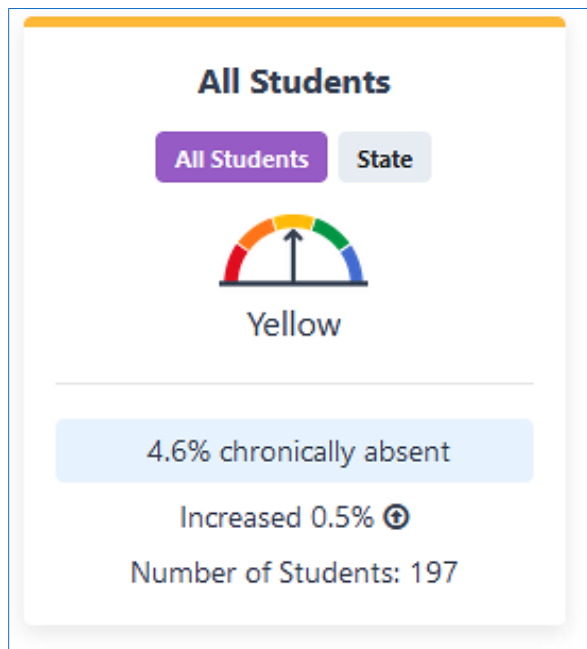
20-21 Student Engagement During School Closure by Month								
School	8/13/20 - 9/4/20	9/7/20 - 10/2/20	10/5/20 - 10/30/20	11/2/20 - 11/27/20	11/30/20 - 12/25/2020	12/28/20 - 1/22/21	1/25/21 - 2/19/21	YTD Ave.
OAHS	99.57%	98.17%	97.54%	97.86%	96.77%	98.45%	98.75%	98.16%
OAK8 & OAIS	99.54%	98.03%	98.02%	97.61%	96.86%	97.30%	98.61%	98.00%



### Chronic Absenteeism

The Orcutt Academy's rate of students with higher than a 10 percent absence rate during the 2018-2019 school year rose to its highest recorded levels, leading to a Yellow rating on the California School Dashboard. While OA's rates were in most cases comparable to the district's rates and lower to the state's, they still are considerably higher than desired. Chronic absenteeism most certainly needs to be a focus area for school leadership.

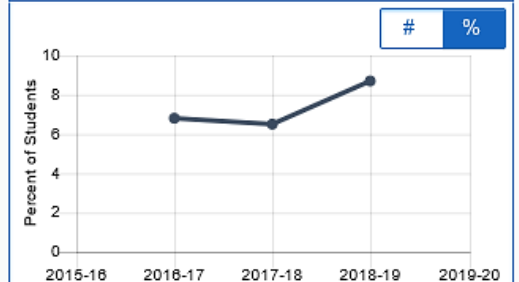
School/Subgroup	Rate	District	Statewide
<b>Orcutt Academy</b>	8.7%	9.3%	12.1%
Socioeconomically Disadvantaged	14.2%	13.5%	15.2%
Students with Disabilities	16.2%	14.4%	19.5%
English Learners	17.9%	7.0%	12.5%
White Students	8.8%	9.7%	9.9%
Hispanic Students	10.4%	9.6%	13.4%



### Chronic Absenteeism Rate

Orcutt Academy Charter  
CDS Code 42-69260-0116434

View by ethnicity, student group, and charter status ▾



View Table Data ▾

Chronic Absenteeism Rate	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	N/A	6.8 %	6.5 %	8.7 %	N/A



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

<b>Survey on LCAP Priorities</b>	
Priority: Increase student engagement	
<i>Year</i>	<i>% Identifying as "High" Priority</i>
2014	68%
2015	45%
2016	42%
2017	44%
2018	38%
2019	30%
2021	53%

### **Middle and High School Dropout Rates**

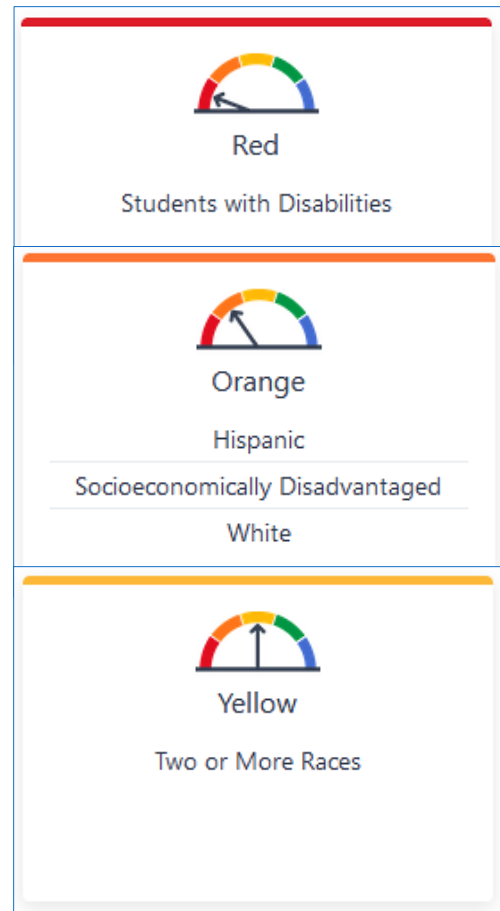
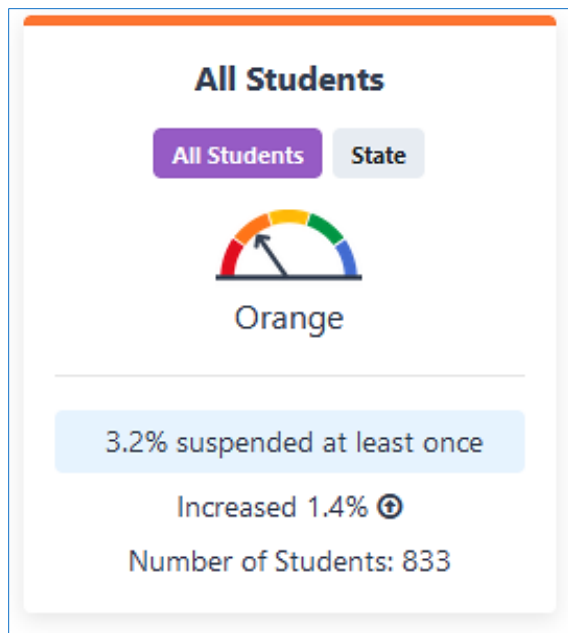
The most recent data available reflect no dropouts from Orcutt Academy's K-8 campus and Orcutt Academy High School.

## School Climate (SBE Priority 6)

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
<a href="#">Orcutt Academy Charter</a>	822	15	12	1.5%	75.0%	25.0%
<a href="#">Orcutt Union Elementary</a>	5,272	201	152	2.9%	78.3%	21.7%
<a href="#">Santa Barbara County</a>	70,857	2,538	1,722	2.4%	73.5%	26.5%
<a href="#">Statewide</a>	6,306,934	233,753	154,718	2.5%	72.7%	27.3%

### Student Suspension/Expulsion

OAHS has an Orange rating on the California School Dashboard for Suspension Rate due to 2018-2019 data showing a suspension rate of 3.2 percent. The suspension rate improved in 2019-2020 to 1.5 percent (see table above), and to this point in the 2020-2021 school year no students have been suspended. OAHS administrators and staff have been working on restorative justice and other alternate consequences to suspension, especially for students who have been using tobacco, alcohol, and drugs. Meantime, there have been no expulsions since having one in 2016-2017. The 2019 California School Dashboard ratings for OA are as follows:



### California Healthy Kids Survey

In the fall of 2020, Orcutt Academy students in grades 5, 7, 9, and 11 took the California Healthy Kids Survey (CHKS), a comprehensive, youth risk behavior and resilience survey. The survey is given every two years, and the 2020 survey was modified to include items pertinent to distance learning and the impact of the COVID-19 pandemic. We do not have access to specific results from our school for grade 5, as the group of test-takers was not statistically significant. That said, we can share results for grades 7, 9, and 11, and we can compare them with the results of the CHKS from 2018.

#### Results of 2018 CHKS

##### *Key Indicators of School Climate and Student Well-Being*

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

## Results of 2020 CHKS

*Key Indicators of School Climate and Substance Use*

	Grade 7 %	Grade 9 %	Grade 11 %	Table
<b>School Engagement and Supports</b>				
School connectedness <sup>†</sup> Φ				A6.7
Academic motivation <sup>†</sup>	48	69	58	A6.7
Monthly Absences (3 or more) <sup>Φ</sup>				A6.2
Maintaining focus on schoolwork <sup>†</sup>	0	18	17	A6.13
Caring adult relationships <sup>‡</sup>	70	65	65	A6.7
High expectations-adults in school <sup>‡</sup>	83	79	73	A6.7
Meaningful participation <sup>‡</sup> Φ				A6.7
Facilities upkeep <sup>†</sup> Φ				A6.16
Promotion of parent involvement in school <sup>†</sup>	57	56	49	A6.7
<b>School Safety</b>				
School perceived as very safe or safe <sup>Φ</sup>				A8.1
Experienced any harassment or bullying <sup>§</sup> Φ				A8.2
Had mean rumors or lies spread about you <sup>§</sup> Φ				A8.3
Been afraid of being beaten up <sup>§</sup> Φ				A8.3
Been in a physical fight <sup>§</sup> Φ				A8.4
Seen a weapon on campus <sup>§</sup> Φ				A8.6
<b>Substance Use</b>				
Current alcohol or drug use <sup>¶</sup>	10	5	14	A9.5
Current marijuana use <sup>¶</sup>	0	3	10	A9.5
Current binge drinking <sup>¶</sup>	0	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	0	4	11	A9.9
Current cigarette smoking <sup>¶</sup>	0	1	1	A10.3
Current vaping <sup>¶</sup>	10	4	8	A10.3

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

	Grade 7 %	Grade 9 %	Grade 11 %	Table
<b>Routines</b>				
Eating of breakfast <sup>l</sup>	70	49	44	A11.2
Bedtime (before 11 pm)	50	46	25	A4.1
Sleep deprivation (less than 8 hours)	40	29	45	A4.1
Physical exercise (meets standards) <sup>l</sup>	90	80	59	A4.4
<b>Learning from Home</b>				
Average days worked on schoolwork ( $\geq 5$ ) <sup>lδ</sup>	80	46	42	A5.1
Synchronous instruction (4 days or more) <sup>lδ</sup>	100	37	34	A5.1
Interest in schoolwork done from home <sup>δ</sup>	20	32	22	A5.3
Meaningful opportunities <sup>‡δ</sup>	70	60	55	A5.2
<b>Adult and Peer Relationships</b>				
Adult supports <sup>‡</sup>	77	82	77	A7.7
Peer supports <sup>‡</sup>	83	82	79	A7.6
Virtual peer interactions (4 days or more) <sup>l</sup>	50	70	75	A4.3
Cyberbullying <sup>§</sup>	30	33	18	A8.3
<b>Social and Emotional Health</b>				
Social emotional distress <sup>‡</sup>	43	44	45	A7.10
Experienced chronic sadness/hopelessness <sup>§</sup>	40	46	63	A7.1
Considered suicide <sup>§</sup>	20	20	21	A7.2
Self-Efficacy <sup>‡</sup>	83	70	75	A7.3
Self-Awareness <sup>‡</sup>	53	63	68	A7.4
Problem Solving <sup>‡</sup>	40	48	48	A7.5
Optimism <sup>‡</sup>	57	49	40	A7.8
Gratitude <sup>‡</sup>	70	65	65	A7.9

Comparing the 2018 CHKS to the most recent administration is difficult, as they represent two distinctly different circumstances in our society and for public education. Members of the School Advisory Council focused on the following aspects of the data:

- Students feel they have had caring adult relationships and high expectations from adults both before and after the pandemic
- Substance use builds as students get older and substantial percentages of 11<sup>th</sup> graders use alcohol or marijuana
- The percentage of students experiencing chronic sadness or hopelessness went up substantially during the pandemic and the percentage of 11<sup>th</sup> graders experiencing that in 2020 (63%) is striking
- The percentage of students reporting suicidal ideation declined slightly from 2018, although SAC members felt even 1% is too high

The recent trend in student use of electronic tobacco and cannabis products has caused us to share here CHKS questions that pertain to tobacco and marijuana use. The data show that a sizeable percentage of high school students have tried e-cigarettes and that e-cigarettes are relatively easy for students to obtain.

Tobacco indicators from 2018:

*Summary of Key CHKS Tobacco Indicators*

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

Tobacco indicators from 2020

*Summary of Key CHKS Tobacco Indicators*

	Grade 7 %	Grade 9 %	Grade 11 %
<b>Use Prevalence and Patterns</b>			
Ever smoked a whole cigarette	0	2	1
Current cigarette smoking <sup>¶</sup>	0	1	1
Current cigarette smoking at school <sup>¶ψ</sup>			
Ever tried smokeless tobacco	0	2	2
Current smokeless tobacco use <sup>¶</sup>	0	0	0
Current smokeless tobacco use at school <sup>¶ψ</sup>			
Ever used vape products	10	7	17
Current use of vape products <sup>¶</sup>	10	4	8
Current vaping at school <sup>¶ψ</sup>			
<b>Cessation Attempts</b>			
Tried to quit or stop using cigarettes <sup>ϕ</sup>	na		
Tried to quit or stop using vapes <sup>ϕ</sup>	na		

Staff have been working to reduce tobacco and marijuana use in the future. OAHS has included the Tobacco Prevention Toolkit from Stanford Medicine in the curriculum for its Health course, it has partnered with Fighting Back Santa Maria Valley to provide student and parent education, and a new Friday Night Live club on campus celebrates drug-, alcohol-, and tobacco-free lifestyles.

Following are specific results from the 2020 CHKS regarding students experiencing sadness and suicidal ideation:

*Chronic Sad or Hopeless Feelings, Past 12 Months*

	Grade 7 %	Grade 9 %	Grade 11 %
No	60	54	37
Yes	40	46	63

*Question HS A.153/MS A.141: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?*

*Seriously Considered Attempting Suicide, Past 12 Months*

	Grade 7 %	Grade 9 %	Grade 11 %
No	80	80	79
Yes	20	20	21

*Question HS A.154/MS A.142: During the past 12 months, did you ever seriously consider attempting suicide?*

These survey results reflect stressors and fears felt by children and adults in the pandemic and validate the districtwide focus on social/emotional learning during this time. Each Monday morning has featured either classroom (OAK-8) or Spartan Seminar (OAHS) Zoom meetings prioritizing teacher-student relationships and touching on social and mental health topics such as managing stress. Additionally, OA offers counseling and support services for students identified as in need of additional support at each of our school sites through two high school staff counselors and a staff counselor who works one and a half days a week on the Los Alamos campus shared by OAK-8. As needed, students with more significant social/emotional needs can be referred to outside providers.

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



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

District: Orcutt Union Elementary

Date Prepared: 7 Feb 2019

School: Orcutt Academy Charter

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

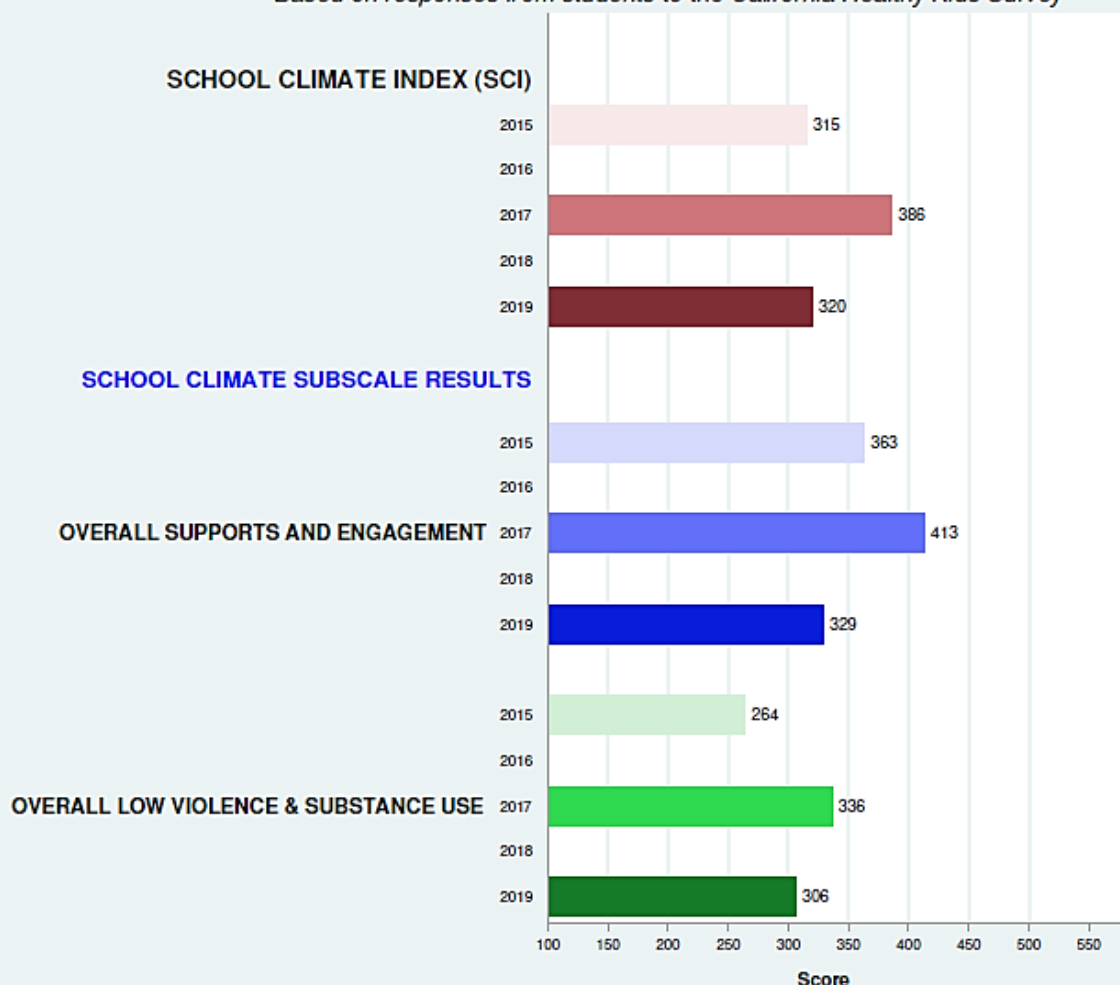
### School Climate Index (SCI)

	2015	2016	2017	2018	2019	Change
SCI Score <sup>A</sup>	315	—	386	—	320	+5
SCI State Percentile <sup>B</sup>	63	—	94	—	66	+3
SCI Similar Schools Percentile <sup>B</sup>	39	—	89	—	44	+5

#### High School

#### School Climate Index Scores (2015 to 2019)

Based on responses from students to the California Healthy Kids Survey

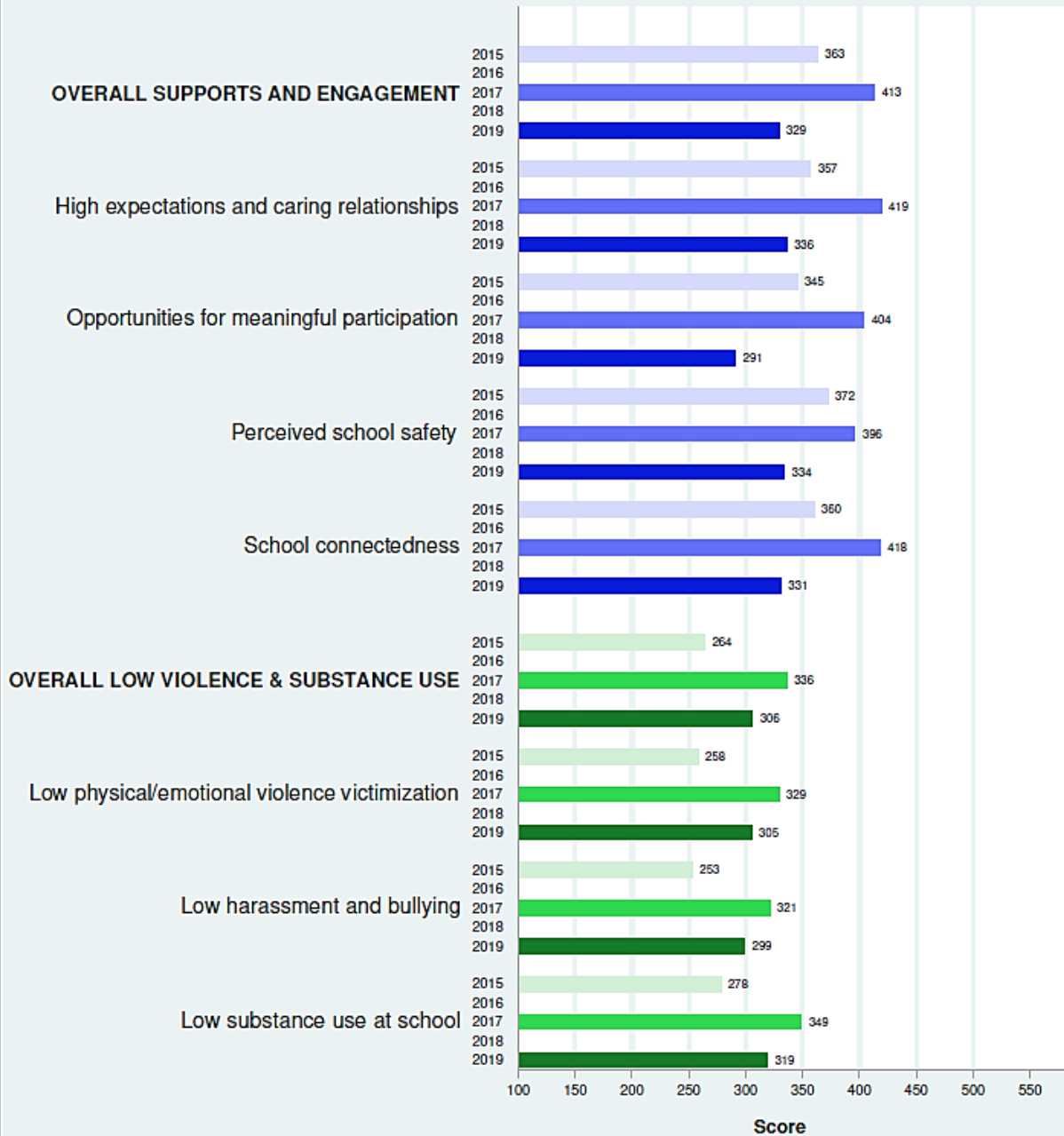




## High School

## School Climate Subscale Results (2015 to 2019)

Based on responses from students to the California Healthy Kids Survey



## School Climate Index Subscale Results

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

## Other Indicators

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

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

## Enrollment Interest

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

Site	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
<b>OAK-8</b>	167	182	241	235	172	194	238	199	161	163
<b>OAHS</b>	286	267	317	324	256	304	260	324	216	178

It is noted that the overall number of applications received in 2021 fell precipitously, but OA received a total of 145 additional applications in the weeks following the February enrollment lottery. When added to the numbers shown here, OA's 2021 total is in line with previous years.

Meanwhile, the pandemic proved beneficial to enrollment at OA Independent Study. Interest in the program's home study option resulted in the program growing from being in the mid-50s in 2019-2020 to over 100 for most of 2020-2021.

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

<b>Survey on LCAP Priorities</b> Priority: Maintain a positive school climate	
<i>Year</i>	<i>% Identifying as "High" Priority</i>
2014	97%
2015	67%
2016	72%
2017	77%
2018	80%
2019	64%
2021	73%

Additional needs/areas of concern in this area include:

- The need at OAHS for an opening day assembly or rally to communicate and explain school expectations and policies
- More programming to help students who are experiencing anxiety, depression, and/or suicidal ideation
- Continuing to ask the Associated Student Body (ASB) at OAHS to include more students and expand the ways in which the ASB is involved in the school
- Improve the DARE Program to make it more engaging for participating students
- The need to help students cope with negativism and intense opinions/feelings they encounter on social media

## Reference

### Orcutt Academy Survey on LCAP Priorities – Spring 2021 (Spring 2019)

212 Responses

LCAP Priority Areas	High Priority	Moderate Priority	Low Priority	Not a Priority
<b>1. Increase student achievement</b> (test scores, college and career readiness, English Learner reclassification)	63% (59%)	32% (34%)	5% (7%)	
<b>2. Increase student engagement</b> (attendance rates)	53% (30%)	38% (55%)	8% (12%)	1% (3%)
<b>3. Increase parental involvement and participation</b>	28% (21%)	54% (60%)	17% (17%)	(2%)
<b>4. Maintain a positive school climate</b> (increase sense of safety and school connectedness and reduce suspensions and expulsions)	73% (64%)	19% (30%)	6% (3%)	2% (3%)
<b>5. Ensure highly qualified teachers</b>	92% (93%)	8% (7%)	(1%)	
<b>6. Ensure student access to instructional materials</b>	86% (72%)	13% (23%)	1% (5%)	
<b>7. Ensure facilities are in good repair</b>	63% (70%)	35% (28%)	2% (2%)	
<b>8. Implement California State Standards</b>	39% (28%)	43% (43%)	15% (23%)	4% (6%)
<b>9. Ensure student access to core subjects that prepare them for High School and College</b> (i.e., English, Math, Social Science, Science, Visual & Performing Arts, Health, and P.E.)	86% (73%)	13% (22%)	1% (3%)	(2%)