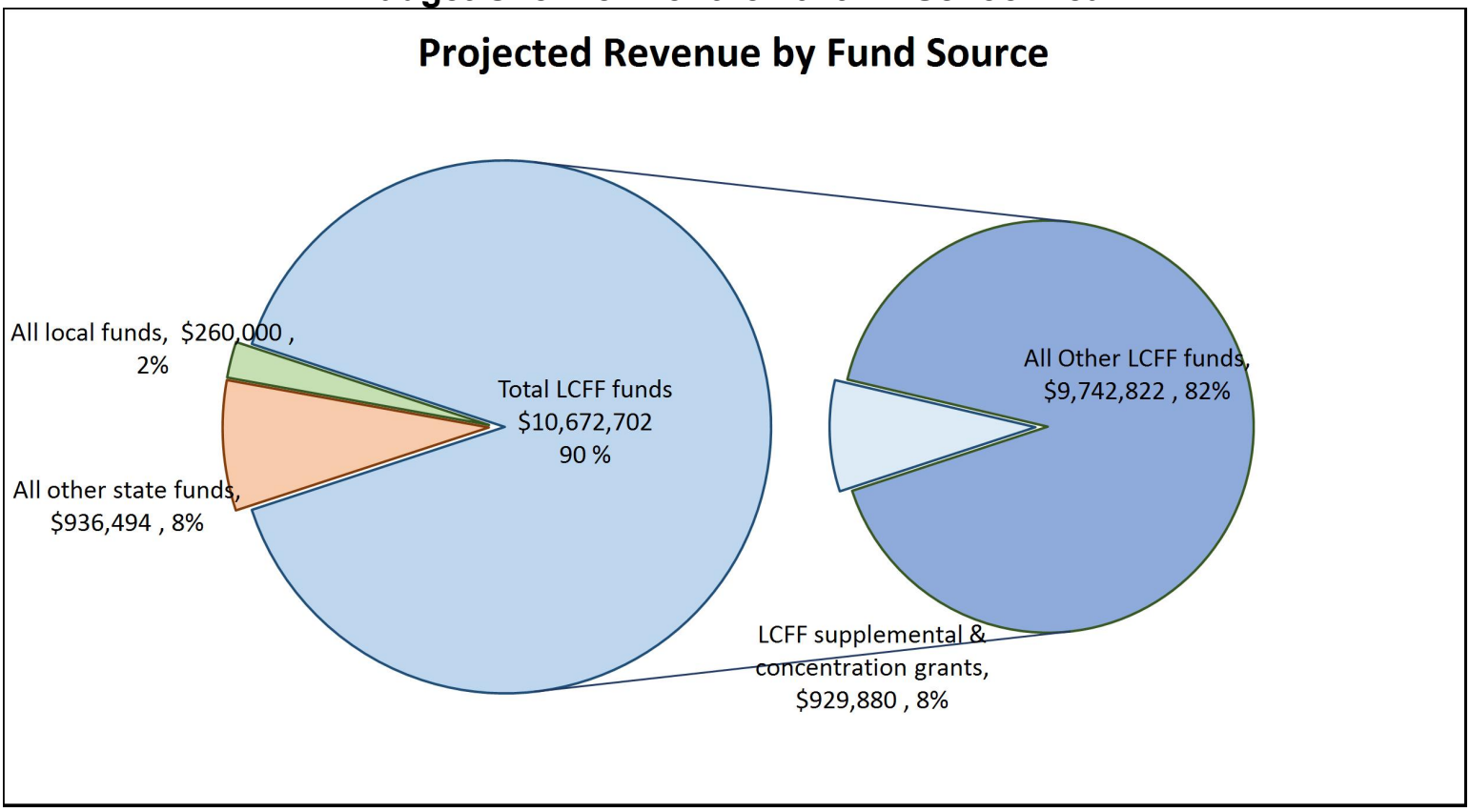
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orcutt Academy Charter School
CDS Code: 42692600116434
School Year: 2026-27
LEA contact information:
Joseph Dana
Assistant Superintendent, Educational Services
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 2026-27 School Year

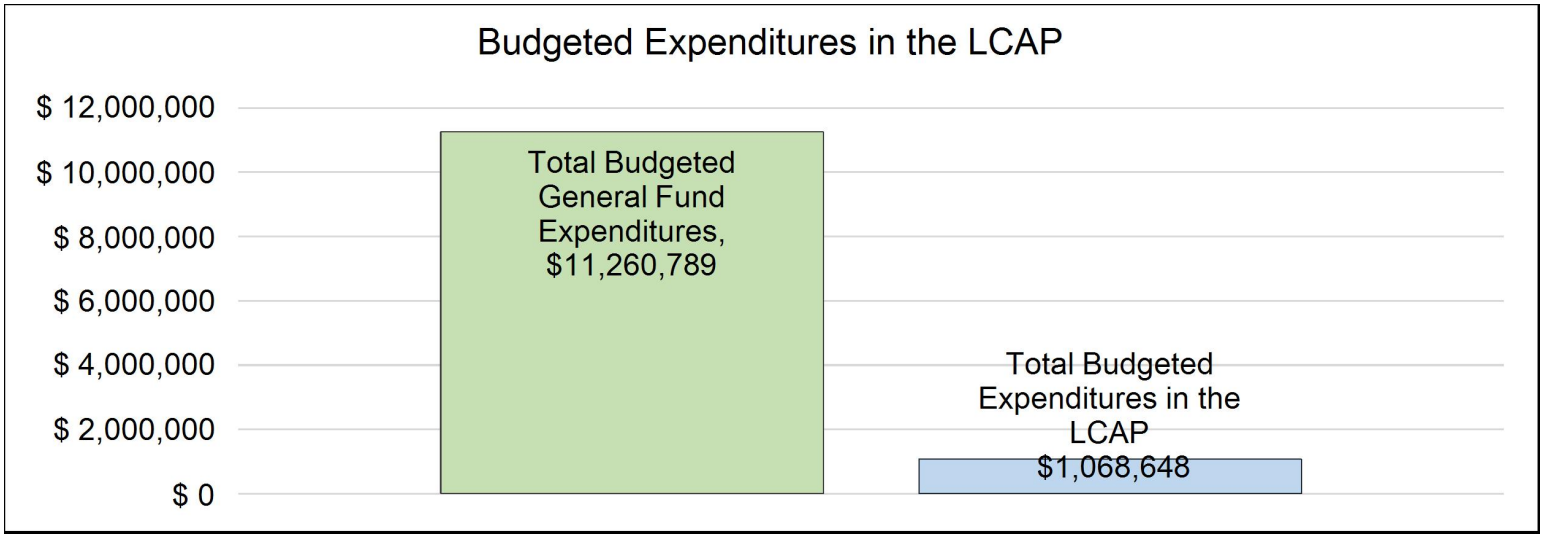


This chart shows the total general purpose revenue Orcutt Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orcutt Academy Charter School is $11,869,196, of which $10,672,702 is Local Control Funding Formula (LCFF), $936,494 is other state funds, $260,000 is local funds, and $0 is federal funds. Of the $10,672,702 in LCFF Funds, $929,880 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Orcutt Academy Charter School plans to spend $11,260,789 for the 2026-27 school year. Of that amount, $1,068,648 is tied to actions/services in the LCAP and $10,192,141 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The district has staffing and materials expenditures that are in several resources not included in the LCAP, some of which include unrestricted, Special Education, and the Arts and Music Block Grant.

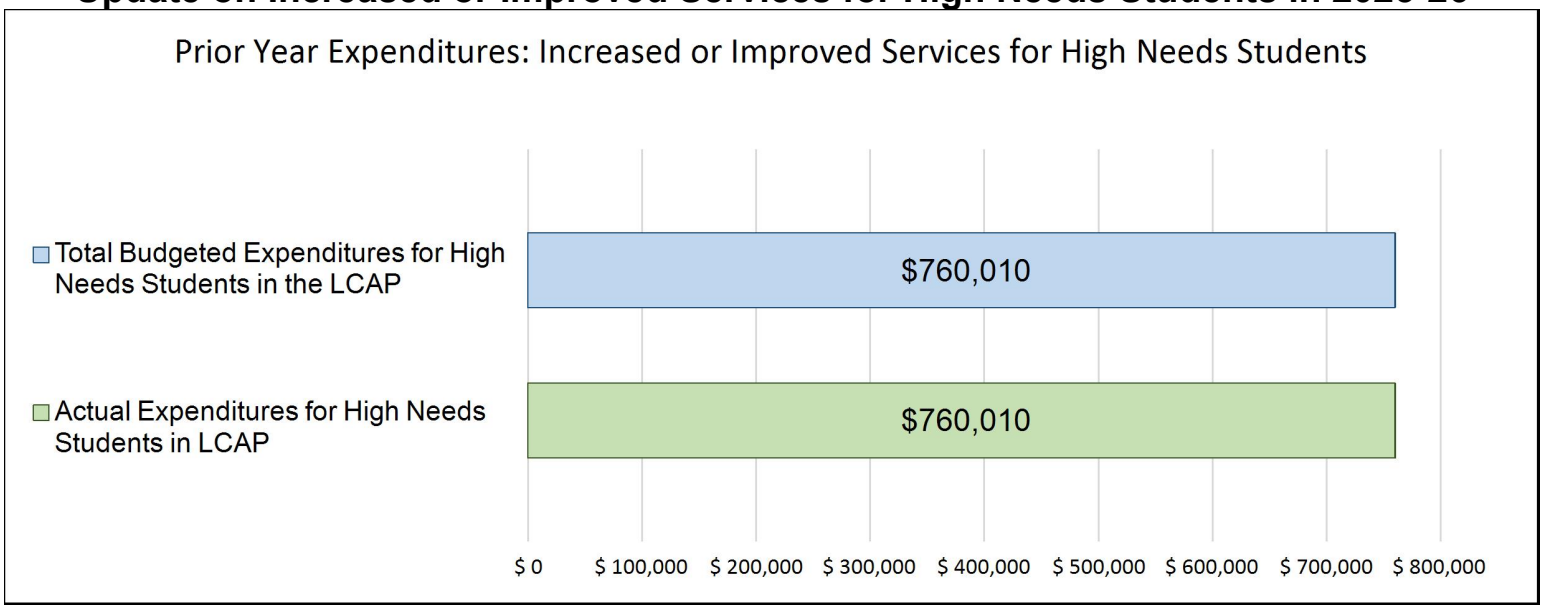
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Orcutt Academy Charter School is projecting it will receive $929,880 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 $822,675 towards meeting this requirement, as described in the LCAP.

The district has allocated Professional Learning Community (PLC) time for all certificated teachers to collaborate on improving and increasing services for the district's high-need students. This qualitative action is reflected in LCAP Action 1.5.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Orcutt Academy Charter School's LCAP budgeted $760,010.21 for planned actions to increase or improve services for high needs students. Orcutt Academy Charter School actually spent $760,010.21 for actions to increase or improve services for high needs students in 2025-26.

Local Control and 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 Assistant Superintendent, Educational Services	jdana@orcutt-schools.net 805-938-8934

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Orcutt Academy is a public charter school that is chartered and operated by the Board of Trustees of the Orcutt Union School District, and functions with dependence on the governance and administration of the 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 current school year is OA's 17th year of operation.

The Academy 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, and for several years running it has been U.S. News' top- or second-ranked high school in Santa Barbara County. In November 2024, the Orcutt Academy was among 202 charter schools statewide (of 1,505 charter schools) to placed in the category of "high performing" charter schools by the California Department of Education.

The Orcutt Academy had its charter renewed by the OUSD Board of Trustees in June 2025. Because it has been designated by the California Department of Education as a "high performing" charter school, OA was eligible for a seven-year renewal term, and this was

granted, so OA next will seek charter renewal in Spring 2032. (Charter petition: https://files.smartsites.parentsquare.com/4390/orcutt_academy_charter_1.pdf)

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 and continuing interest in enrollment.

Enrollment for 2025-2026 for transitional kindergarten through 12th grade at OA is 788. Enrollment is up six students from 2024-2025.

Students attending the Orcutt Academy come from a cross-section of socioeconomic levels, cultural backgrounds, and family structures. The ethnic composition of the school for 2025-2026 is 46.07% Hispanic or Latino, 39.47% White, 7.11% Two or More Races, 1.27% Filipino, 1.27% Asian, 0.89% African American, 0.76% American Indian or Alaska Native, 0.25% Pacific Islander, and 2.92% Declined to State.

In the past two years, the Academy has made substantial growth in its percentage of Socioeconomically Disadvantaged students, from 35.99% in 2023-2024 to 50.64% in 2024-2025 and 46.06% in 2025-2026. Subgroup composition for 2025-2026 includes 45.69% Socioeconomically Disadvantaged, 9.01% Students with Disabilities, 2.54% English Learners, 1.52% Long Term English Learners, 1.02% Homeless Youth, and 0.38% Foster Youth.

The mission statement of the Orcutt Academy:

- The mission of the Orcutt Academy is to create a learning community which values the application of academic learning in the “real world” while promoting Intercultural understanding and respect for others. The creation of new knowledge is encouraged and expected, thereby equipping graduates for successful academic and workforce experiences as lifelong learners.

The Orcutt Academy’s Schoolwide Learner Outcomes (SLOs)*:

- Spartan Code. OA students demonstrate respect, empathy, responsibility, and a service mindset.
- Spartan Family. OA students participate in an inclusive school culture with many co-curricular and extracurricular opportunities to build connections to others.
- Cornerstone Skills. OA students forge the foundation of critical thinking, problem solving, and leadership skills they need for lifelong learning.
- Prepare for a Purposeful Future. OA students will develop a strong work ethic, explore career opportunities, set long-term goals, and acquire the skills needed for success in college and the workplace.
- Healthy Mind, Healthy Body. OA students will pursue personal wellness by balancing responsibilities and commitments, making healthy choices and forming a healthy lifestyle, and becoming advocates for themselves.

*Note: The SLOs were rewritten in association with the Academy's Western Association of Schools and Colleges (WASC) accreditation self-study in November 2024.

This school year, the district developed a new strategic plan that has greatly influenced this Local Control and Accountability Plan (LCAP). Following is the process undertaken in creating the plan as well as the plan itself:

The district's strategic planning consultant, Jim DeLizia, took time at the outset of the process to get to know the district and its community. He interviewed trustees, members of Cabinet, representatives of the Management Team, and key parent groups to ask about high-impact trends and issues, district operating issues and vulnerabilities, and perceptions of the district. Concurrently, he and members of a Core Planning Group (members of Cabinet and representatives of OUSD Management Team) conducted one-on-one interviews of community leaders (including public officials, business leaders, former OUSD trustees, and former OUSD superintendents) to gain their perspectives on the same topics. The result was a comprehensive report that summarized the input and articulated a vision for the district's future ("OUSD Vision 2033").

The Core Planning Group met eight times to review educational partner input and draft the strategic plan. Much of the work revolved around developing and writing a mission statement, vision statement, pillars, long-term goals, and operating values. The end product was as follows:

MISSION STATEMENT

Students in the Orcutt Union School District come first. We partner with our families and the community to ensure that each student has the skills, resilience and drive to achieve their full potential.

VISION STATEMENT

Orcutt Union School District students experience a high quality education in a caring, inclusive, and safe environment that inspires them to discover their path, and pursue their goals and aspirations.

PILLARS AND LONG-TERM GOALS

Student Learning and Preparedness

1. Students will develop the foundational skills and the social-emotional strength to contribute, adapt and lead in an ever-changing world.

2. The Orcutt Union School District will structure a learning experience that strives to meet the individual needs and expectations of students and families.

Outreach and Partnership

3. The Orcutt Union School District will be deeply linked to partners and resources in the community that champion positive outcomes for students and families, from pre-kindergarten to high school and adulthood.

4. Serving as a cornerstone of the greater Orcutt community for generations, Orcutt schools will be a place where each family experiences equity and a sense of belonging and pride in their school.

District Development and Performance

5. The Orcutt Union School District will be sought after by families due to its innovative approach to education, multiple pathways of learning, committed and highly competent District staff, and its caring, inclusive, and collaborative culture.

6. The Orcutt Union School District will operate in a fiscally responsible manner with the resources, leadership and infrastructure needed to support evolving student needs, including innovative programs and services.

OUSD OPERATING VALUES

Students First. We believe that the best interests of our students must be at the center of all decision-making in the District.

Student Well-being. We believe that in order for students to learn, they must feel safe physically, socially, and emotionally.

The Power of Community. We believe that when families, District staff, and the community actively work together to realize a shared vision for education, our students can reach their highest potential.

Inclusiveness. We believe that engaging and appreciating diverse perspectives will make us stronger as a school community.

Mutual Respect. We believe that treating each other with dignity, respect and kindness is the foundation for positive and productive relationships between students, teachers, parents, District staff, the Board of Trustees and community members.

Parent and Family Engagement. We believe that parents and families are essential partners with the District in their child's education and development.

Student Potential. We believe that with clear goals, opportunity, support, and hard work, students can realize their potential.

Individualized Learning. We believe that students thrive when their individual learning needs are met.

Innovation. We believe that risk-taking, in a safe, supportive environment, is essential for the continuous improvement of our schools and of public education.

Leadership Opportunities. We believe that every student has the ability to lead and that it is our responsibility to help them develop the skills and provide them with the opportunities and experiences to do so.

The plan also included a list of strategic opportunities and the following list of priorities for 2024:

IMMEDIATE PRIORITIES

1. Supports: Develop a system that provides timely, targeted academic and behavioral support for identified students.

2. Enrollment and Attendance: Identify and implement strategies to increase student attendance.

3. Learning Methods: Identify and test instructional models to engage students, meet student needs, and increase academic achievement.

4. Parent and Family Outreach, Engagement and Support: Charge each school with developing a focus and strategy to improve parent participation in the school and in their child's education.

5. Inclusive Practices: Implement and show progress on inclusive practices across all school settings.

6. Financial Capacity: Adjust programs and staffing to transition away from the use of one-time funding.

7. Staffing and Professional Development: Develop training targeted to job classifications.

8. Facilities and Safety: Continue to implement site safety and training strategies.

The entire plan can be accessed at this link: https://www.orcuttschools.net/wp-content/uploads/2024/04/Strategic-Plan-and-Framework-2024-2029-Final-Plan-Board-Adopted-2-14-24.pdf

Once the plan was written, DeLizia worked with Cabinet on a plan implementation system that included discussion of how to align the strategic plan with other district plans such as the LCAP; how to monitor, measure, and report progress; and how often to update the strategic plan. The Cabinet ultimately decided that it would be in the district's best interest to align the strategic plan directly with the LCAP by stating as LCAP goals the first five goals of the strategic plan. This way the strategic plan will be "front and center" as the district moves forward.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The Orcutt Academy can cite many successes from a productive 2024-2025 school year. A full recounting of school and district successes and identified needs follows.

REFLECTIONS: SUCCESSES

California School Dashboard

As a school we can see the following successes on the 2025 edition of the California School Dashboard:

- In English/language arts, OA students increased their performance by 5.9 points from 2024 and have a green rating on the Dashboard (39.9 points above standard). All subgroups increased or maintained their performance from 2024: low-income students (increased 13.2 points, 16.1 points above standard, green rating), Hispanic students (maintained 0.8 points, 11.5 points above standard, green rating), and White students (increased 15.7 points, 66.7 points above standard, blue rating).

- In Mathematics, OA students increased their performance by 4.9 points and have a green rating on the Dashboard (18.1 points below standard). Two subgroups increased their performance from 2024: low-income students (increased 12.5 points, 46.1 points below standard, yellow rating) and White students (increased 10.6 points, 16.6 points above standard, green rating).
- The Mathematics Growth report on the Dashboard shows that two subgroups (low-income students, 69.2% students improved their score from previous year; and White students, 71.8% improved) saw "accelerated" growth relative to other students and subgroups statewide.
- The Academy's Graduation Rate of 100% increased by 1.6% from 2024 and garnered a blue rating on the Dashboard. All three subgroups also had blue ratings: Hispanic students (100% graduated), low-income students (100% graduated), and White students (100% graduated).
- The College/Career Indicator continued to have a blue rating, with 81.0% of students placed on the "prepared" level (up 6.2% from 2024). All three subgroups also had blue ratings: Hispanic students, 75.3% prepared, increased 3.6% from 2024; low-income students, 71.2% prepared, increased 8.7%; and White students, 86.3% prepared, increased 4.7%.
- Chronic Absenteeism declined by 6.6% from 2024 to 5.6% (green rating).
- The Academy's Suspension Rate declined 0.5% from 2024 to 1.9% suspended at least one day (green rating). The rate for three subgroups declined: Hispanic students (declined 0.9%, 1.9% suspended at least one day, green rating), low-income students (declined 1.5%, 2.0% suspended at least one day, green rating), and White students (declined 1.1%, 1.3% suspended at least one day, green rating).

Charter School Performance Rating

The Academy has earned a “high performing charter school” rating from the California Department of Education. To be placed in this category, a school must have a majority of student groups scoring higher than the statewide average for their respective student group on the California School Dashboard. Having the designation of high performing means that charter renewal is presumed and that a school can apply for a renewal of up to seven years. Of the state’s 1,505 charter schools, OA is one of 202 charter schools to qualify for this category.

Additional Progress Shown in Data

Aside from the Dashboard, we see more successes in our data, as displayed in succeeding pages of this document:

- OA students meeting or exceeding standard on CAASPP English/Language Arts testing included two subgroups with increased proficiency: low-income students, increased from 52.17% meeting/exceeding in 2024 to 57.48% in 2025; and students with disabilities, increased from 23.53% in 2024 to 25.92% in 2025.
- OA students meeting/exceeding standard on CAASPP Mathematics testing increased from 44.63% meeting/exceeding in 2024 to 46.92% in 2025. Two subgroups increased as well: low-income students, increased from 28.99% in 2024 to 37.01% in 2025; and students with disabilities, increased from 5.88% in 2024 to 14.82% in 2025.
- Advanced Placement scores at OAHS improved from 74.1% of test taking students (86 of 174 tests taken) scoring a 3 or higher in 2024 to 80.4% of students (78 of 97 tests taken) scoring a 3 or higher in 2025.

Other Progress in 2025-2026

- Due to its College and Career Access Pathways (CCAP) partnership with Allan Hancock College, OAHS has expanded concurrent/CCAP enrollment offerings to include over 20 courses this school year. In 2022, Hancock and OAHS also launched an

Early College Cadre program that enables participating students to earn a Hancock associate's degree by the time they graduate from high school. OAHS' first Cadre graduated this year -- a milestone event that resulted in considerable celebration and publicity in our community. Three more Cadres are operating, with another comprised of incoming ninth graders set to launch this summer.

- Enrollment interest in OAHS and OAK-8 continues to be strong. The total of 506 applicants for the 2026-2027 lottery was up nine from the number submitted for 2025-2026. Even as more options emerge for public education on the Central Coast, both OAHS and OAK-8 have maintained a strong enrollment interest, with all grades except 12th having considerably more families seeking to enroll than seats are available. To date, an additional 123 applications for 2026-2027 have come in during the post-lottery period -- which provides even more validation of the interest in OA.

- College admittances for OAHS students continue to be impressive. This year, OAHS has graduates headed to Harvard College, Stanford University, numerous UC and CSU schools, numerous private and out-of-state colleges, and Allan Hancock College. Students know that OAHS can provide the foundation for a successful application to any college or university. Additionally, OAHS is proud to have several of this year's graduates headed to a branch of the U.S. Armed Forces, either immediately following high school or via a college ROTC program.

- In the annual U.S. News & World Report rankings of the country's high schools, Orcutt Academy High School is second in Santa Barbara County, behind only Dos Pueblos High School in Goleta. The rankings of nearly 25,000 public high schools nationwide are based on multiple factors, including college readiness, state assessment performance, underserved student performance, college curriculum breadth, and graduation rate. OAHS has a score of 86.8, which puts it 2,363rd in national rankings, 326th among California high schools, 367th among the country's charter high schools, and No. 1 in our county.

- The rollout of a new ethnic studies course -- a required, one-semester English course focused on ethnic studies called "Rooted in Narrative: Our Stories, Ourselves" -- was well received by students and the school community. Students explored their family histories, learned about the journeys of various ethnic groups with a focus on groups that have come to this region, and participated in an end-of-course "gala" in which they created mixed media projects depicting lessons and insights gained from their study.

- The district is making a concerted effort to help its students, employees, and families learn about artificial intelligence (AI) and its possibilities for learning and teaching. On September 19, 2025, the district set up an innovative AI Learning Summit for both students and staff at OAHS. Three AI/technology experts -- Dr. Sabba Quidwai (CEO of Designing Schools), Joe Marquez (teacher and California Department of Education AI work group member), and Katie McNamara (teacher librarian, program director, and college professor) -- gave presentations that allowed students, teachers, and administrators to learn about AI alongside each other. Additionally, the district has brought in Quidwai, Marquez, and Eric Curts (educator and blogger at Control Alt Achieve) to present at district professional development days. Marquez and district Executive Director of Technology Leslie Wagonseller have offered parent education nights on AI. Quidwai has worked each month with the district's Core Management Team to identify and develop Gemini AI "gems" that can enable busy administrators to be more analytical, efficient, and creative. Meantime, Wagonseller has assembled an AI leadership group of teachers to pilot uses of Magic School AI and other AI tools in the classroom. The district's goal is for all staff to be AI literate, with an eye to uncovering uses of AI that can positively impact their work.

- The district's implementation of its new TK-8 math curriculum -- Illustrative Mathematics v.360, published by Imagine Learning -- has gone well. The program's student-friendly, problem-based instructional structure has been well received by students and teachers. Teachers have participated in three publisher-provided trainings to date, and district math consultant Elizabeth Hammonds and the Educational Services team have provided additional trainings and support. Now that teaching-and-learning practices are better aligned with California's new math framework, we expect that math achievement will continue to grow. Meantime, the OAHS Math Department has looked at options for future adoption and will be piloting two series in the 2026-2027 school year.

- Throughout this school year, the district has worked on a Portrait of a Learner project that identifies which skills, knowledge, and habits we want to instill in products of our school system. The initiative has followed a template established by the League of Innovative Schools, a leader in this work and an organization in which the OUSD is a member. Input has been sought from staff, students, parents, and community. The "top six" attributes generated by our educational partners are Collaboration, Critical Thinking, Motivation, Creativity, Communication, and Social Awareness and Relationships. When the final Portrait of a Learner list is approved and specific links to learning developed, our district will have an important road map to helping prepare students ready for career and life success.

- The district has continued to work hard on parent education and engagement. To date, the district has organized a Julia Robinson Math Festival family event at each elementary campus, six parent education nights, four school safety presentations, and one information night for parents of incoming transitional kindergarten students. Of note are the Julia Robinson Math Festival family events, which draw sizeable turnouts at each host site for a host of math tasks, games, and challenges that students and parents can do together; two parent education nights on healthy eating and healthy cooking in which OUSD Nutrition Coordinator Dmitriy Tsoy served up samples of such delectable dishes as roasted beet salad, chicken & bean chili with seasonal greens, and sweet potato chips; a school safety presentation offered at four venues that briefed parents on how the district addresses student behaviors as well as the Standard Response Protocol for responding to emergencies; and a presentation on online safety and human trafficking by California Highway Patrol Officer Maria Barriga that has been well attended by parents.

- The district continues to accrue community partners that make substantial contributions (volunteer, funding, and/or in-kind support) to the district or district initiatives. Among the district's newer partners are Superior Court Judge Karen O'Neil, who gave a talk at OAHS (organized by the SOAAR Foundation) and then hosted OAHS students at the local court complex for mock trials; the county's Creciendo Raices job development program, which provided a tri-lingual (English, Spanish, and Mixteco) intern to assist community liaisons with translation and service for families; Future Smiles of Santa Barbara County, which worked with the district's Health Services team to provide fluoride rinse treatments and dental hygiene education to TK and K students at OAK-8 and Olga Reed School in Los Alamos. Also worthy of mention is Every 15 Minutes, a powerful, immersive program organized at OAHS April 16-17 by Fighting Back Santa Maria Valley and the California Highway Patrol with help from numerous other community businesses and organizations. The program included a simulated accident caused by drunk driving and a simulated funeral service -- all done to get students thinking about drinking, driving, and the responsibility of making good decisions about their own safety and the safety of others.

- The district continues be engaged in its community and to invite community engagement in its schools and initiatives. Special events showcasing the district's visual and performing arts offerings and its SEE Learning social/emotional learning curriculum brought community and parent leaders onto OUSD campuses, including OAHS, to see students and teachers in action. The Management

Team continued to visit sites in the community that show programs, services, or industries relevant to the district's students and families; as an example, the team visited Marian Regional Medical Center in October for an update and tour. The Management Team also scheduled presentations on issues pertinent to the community; examples included updates on immigration enforcement and commercial sexual exploitation of youth. The district also is involved in community events. The superintendent presents at the annual State of Education event organized by the Santa Maria Valley Chamber of Commerce, and the district is part of planning for and will participate in "America 250" festivities in Santa Maria in July.

- The district has continued to serve as a positive catalyst for other schools and school systems in the Santa Maria Valley. Students from Orcutt Academy High School's Robotics Team hosted a Lego League robotics competition for local schools in November. The North County Math Super Bowl, which is hosted by the district for local students in grades 4-6, attracted 17 schools for a morning-long math competition in March. In March a district team launched the Quiet Hero Awards, a recognition intended for local students who carry heavy burdens, handle extra responsibility at home, and/or show courage, grit, and heroism in any other way. The ceremony hailed "quiet heroes" from our district as well as our neighboring Blochman, Santa Maria-Bonita, and Santa Maria Joint Union High School districts.

- District employees continued to earn district and regional recognition for their work. Pine Grove School teacher Devin Riezebos was selected as the district's Teacher of the Year and ultimately was a finalist for the honor of Santa Barbara County Teacher of the Year. Joe Nightingale School community liaison Mary Cortez and Alice Shaw School office manager Cheri Palin were selected as County Classified Employee of the Year in their respective job categories. The Association of California School Administrators (ACSA) gave its statewide Elementary Principal of the Year and regional Elementary Co-Administrator of the Year honors to Joe Nightingale School's Kate McInerney and Andy Spear respectively. The district continued to recognize individual employees and teams of employees with its #WeAreOrcutt honor. Those honored this school year included Orcutt Academy High School's English Department, the district's team of teachers on special assignment, and the OUSD grounds crew. Finally, "legacy employees" -- those once were students in OUSD schools -- have been highlighted throughout the year. At the district's back-to-school convocation in August, Superintendent Dr. Holly Edds invited employees who are products of Orcutt schools to go to an assigned area of the bleachers where the event was taking place. Everyone gasped to see over 150 employees form a new "legacy employee" section!

- The Orcutt Children's Arts Foundation (OCAF), a district affiliated nonprofit, continued to promote the arts in classrooms and the community. The annual Chalk Festival organized by OCAF in September was successful once again, the annual OCAF Gala fund-raiser in March was successful, and OCAF continued to land grants in support of district arts programming. OCAF also organized the annual spring play for OUSD elementary and junior high school students, gave mini-grants to support numerous arts-related school field trips and assemblies, and funded an evening arts performance for families associated with the Los Alamos campus. All of this is meeting a marked demand. An arts survey conducted for the LCAP showed approximately 95% of parent respondents believe the visual and performing arts are "extremely important" or "important" for their child's education.

- Members of the OUSD Board of Trustees continued to be highly engaged in the district. Trustees frequently visit school sites, attend school events, and help with district affiliated foundations. At all times they show interest in and support for the students, staff, families, and community of the district. The current board president, Melanie Waffle, is a regional delegate for the California School

Boards Association (CSBA). Another trustee, April Huckabey, completed CSBA's 40-hour Masters in Governance course during the year.

REFLECTIONS: IDENTIFIED NEEDS

California School Dashboard

On the 2025 California School Dashboard, Orcutt Academy has no red indicators schoolwide or for subgroups in any area. That said, we can identify the following concerns as shown on the Dashboard:

- In Math, the Hispanic subgroup saw its performance decline 6.7 points from 2024 (59.2 points below standard, orange rating).
- The English/Language Arts Growth Score shows "moderate" growth schoolwide (64.5% of students improved their score from the prior year) and with the low-income (65.4% improved) and Hispanic (61.5% improved) subgroups.
- English Learner Progress did not receive a Dashboard rating (OA has 12 English Learners, not a statistically significant group), but we do note that the percentage of English Learners making progress (33.3%) declined 2.4% from 2024.
- In Suspension Rate, two subgroups received orange ratings: students with disabilities (6.0% suspended at least one day, increased 3.5%) and Two or More Races (5.6% suspended, increased 4.4%).

Other Needs Shown in Data

- The overall attendance rate at Orcutt Academy has declined from 2023-2024, when it stood at 95.24%. The attendance rate for 2024-2025 was 94.78%, and the attendance rate for 2025-2026 to date is 94.43%.

Other Identified Needs

Looking holistically at the data cited above, what we are observing in our district, and input from educational partners associated with development of this LCAP, we would cite the following as our most critical needs heading into 2026-2027:

- Sustaining momentum with mathematics achievement. We are heartened by the Dashboard's Mathematics Growth Report that characterized some subgroups' CAASPP math growth as "accelerated," and we also are pleased with how our implementation of the IM 360 math curriculum is proceeding. That said, we recognize that this is a multi-year effort and we need to keep up support, monitoring, and training so that best practices for math instruction become entrenched. Additionally, we need to work with the OAHS Math Department to move toward adoption of new materials for Algebra 1, Geometry, and Algebra 2.

- Improving student achievement in English/language arts. Student achievement in E/LA is stagnant, and we see improved student writing as the ticket to improved outcomes. This school year we retained an E/LA consultant, Teri Barclay, who is working with three writing task forces (teachers of grades TK-2, 3-5, and 6-8) on leveling up our TK-8 students’ writing skills. The task forces have been provided copies of a book, "The Writing Revolution," that provides a sequence for teaching writing, from sentences (“the basic building blocks of writing”) to multi-paragraph essays (including argumentative pieces).

- Continuing to address severe student behaviors. While the incidence of severe behaviors has improved, we still are experiencing enough of them to merit a continued focus on prevention and response. The district CARES (Comprehensive Alignment of Resources and Educational Supports) Team -- which includes the superintendent, a Special Education program specialist, a

principal, a vice-principal, and a psychologist -- continues to meet to oversee implementation of the district's MTSS Plan for Behavior. Additionally, all district sites have their own CARES teams meeting regularly.

- Reducing suspension rates. Suspension rates districtwide and at several schools are noticeably higher than suspension rates statewide and in school systems with similar demographics. This school year we have engaged Santa Barbara-based restorative practices expert Lizzie Rodriguez to provide trainings and to work directly with the Core Management Team on how to infuse restorative practices in school systems. We want to continue this work, with the goal of giving school administrators more tools and dispositions to apply when students misbehave. (See narrative for Differentiated Assistance for more information on this priority.)

- Increasing student attendance. As mentioned earlier in this section, we have made headway in our efforts to reduce chronic absenteeism at OA but need to improve overall attendance. We will continue to try creative approaches to incentivize attendance and elicit buy-in from families. We see improved attendance as another route to better academic outcomes.

- Improving outcomes for English Learners and Long Term English Learners, including both progress toward English language proficiency and academic performance on CAASPP testing. Educational partners are seeking more support for both ends of the English Learner continuum: students who are newcomers to our country and Long Term English Learners who are struggling to meet the criteria for redesignation.

Other Pertinent Information

The Orcutt Academy Local Control and Accountability Plan (LCAP) includes no expenditures of Learning Recovery Emergency Block Grant (LREBG) funds. The school's allocations of LREBG funds -- $22,044 in 2025-2026 and $22,044 in 2026-2027 -- have been designated to fund the ThinkCERCA writing curriculum for the OAHS English Department.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The district, including the Orcutt Academy, is participating in two types of technical assistance:

Differentiated Assistance

In 2023-2024, the district qualified for Differentiated Assistance based on the 2023 CAASPP and California School Dashboard performance of two of its subgroups: Students with Disabilities and Foster Youth. Shawn Carey and Rachel Fauver, Santa Barbara County Education Office directors of school and district support, have worked with district administration on processes for data analysis and improvement planning. A planning session on January 30, 2024, set up sessions with the district's Core Management Team on April 16 and 23, 2024. The April 16 session engaged the team in a data review that revealed areas of strength, areas for improvement, performance trends, and areas with uneven outcomes. The review included attendance and suspension data for the current school year to date, and the team saw overall improvement in both areas. The April 23 session took up problems of practice pertaining to the Students with Disabilities subgroup. The team

chose to focus on the problem of improving Students with Disabilities' access to grade-level core curriculum. Next steps discussed and planned by the team include the following:

- Implementing co-taught content area courses at the junior high schools (LCAP Action 1.15)
- Implementing the district's new MTSS plan for student behavior (LCAP Action 2.1)
- Continuing the district's system of behavioral supports for identified students (LCAP Action 2.2)
- Continuing the district's work on inclusive practices and Universal Design for Learning (UDL) with consultant Kevin Schaefer (LCAP Action 2.6)
- Launching a district Teacher on Special Assignment (TOSA) position focusing on Special Education and Students with Disabilities (LCAP Action 2.8)

As stated above, all of these efforts have been integrated into the district's LCAP.

In 2024-2025, the district continued to qualify for Differentiated Assistance from SBCEO due to gaps between districtwide performance and our Students with Disabilities and Foster Youth subgroups. After reflecting with SBCEO and the County SELPA on these processes, we decided to merge them into a new and different approach toward making positive change. For our project we opted to focus on three Orcutt schools – Lakeview Junior High School and two of its feeders, Alice Shaw and Joe Nightingale schools. The three schools sent teams to the Santa Barbara County Inclusion Network, which offered trainings throughout the year. Additionally, SBCEO sent staff (Shawn Carey, Tiffany Carson, and Rachel Fauver) to the three sites in Fall 2024 to survey and interview members of the school community (students, parents, and staff) to obtain insights on what is working for students with disabilities and what can be improved. Our premise has been that, by focusing closely on the three schools, we would be able to develop a more solid, data-based understanding of our Special Education practices that can influence change districtwide.

The returns of the data collection at the three schools have been revelatory. The SBCEO report validates the culture, relationships, and commitment to inclusive practices at the sites, as students feel included and cared about, parents are largely pleased with the support their students receive, and staff largely buy into the rationale for more full access to grade-level curriculum for students with disabilities. That said, the report showed a wide variation in staff’s individual definitions of what “inclusion” is and how it should be operationalized. As a next step, Assistant Superintendent of Educational Services Joe Dana and Special Education Executive Director Christy Callaghan developed a presentation for staff that updates them on our progress with inclusive practices (including student achievement and survey data), reviews how our district defines success, and invites staff to reflect on how they can support inclusion in their role. The bottom line is that inclusive practices for students with disabilities are not something that Special Education staff do, they are something that all educators should be involved in. Dana and Callaghan began doing the presentation at sites in Spring 2025 and completed their series of "road shows" in Winter 2026.

Input from the data collection also influenced the 2025-2026 LCAP. Significant concerns about the continuance of severe student behavior have led to the district expanding its plans for Action 2.2 Behavioral Supports for Identified Students.

For 2024-2025 and 2025-2026, the district qualified for Differentiated Assistance for Long Term English Learners, as LTELs were red on Dashboard indicators for English/Language Arts achievement, Mathematics achievement, and Chronic Absenteeism. For 2025-2026 and 2026-2027, the district has qualified for Differentiated Assistance based on the Dashboard performance of three subgroups: Students with Disabilities, Foster Youth, and Students Experiencing Homelessness.

This year's Differentiated Assistance work with SBCEO began on November 20, 2025, with a detailed review of districtwide and subgroup Dashboard data facilitated by Shawn Carey and Rachel Fauver of SBCEO. The exercise pointed to two areas for further review: Chronic Absenteeism and Suspension Rate.

A follow-up session on February 5, 2026, took attendees through additional data analysis in those two areas along with an analysis of systems (via "iceberg" protocol) that a concerted effort could influence and change. The result was a group decision to focus on Suspension Rate, as Orcutt's rates districtwide, for subgroups, and especially for grades TK-3 are notably higher than comparison groups statewide.

A third session on May 12, 2026 began with a presentation of suspension data for grades TK-3 that showed Orcutt's suspension rate for these grade levels has exponentially and disproportionately increased since 2023. Attendees -- who for this meeting included district administrators, school administrators, teachers, a psychologist, a counselor, and a Board Certified Behavior Analyst (BCBA) -- then participated in an in-depth discussion of the district's needs, desired outcomes, and potential change ideas. The group ultimately arrived at an improvement plan for 2026-2027 that includes the following components:

- Engaging restorative practices expert Lizzie Rodriguez to work with elementary administrators and TK-3 teacher representatives, psychologists, and counselors from the district's elementary sites on a menu of alternatives to suspension that can be implemented with students in grades TK-3
- Communication and education for parents and community on students' need for restorative practices
- Work with staff, especially lunchtime supervisors and childcare assistants, to improve student supervision on the playground during recesses and recreational times
- Facilitating more opportunities for structured play at recess for students in grades TK-3
- More training for all staff in early childhood development and appropriate approaches to children's behavior

The group will re-assemble in early 2026-2027 to continue this work. For now, two LCAP Actions -- Action 1.8 Professional Consulting Support and Action 5.1 Professional Development for Teachers, Administrators, and Classified Employees -- anticipate that funds will be needed to continue the district's work with Lizzie Rodriguez and to fund other pertinent staff trainings.

Compliance and Improvement Monitoring (CIM)

The district's Special Education Program has been identified for Targeted Level 3 Comprehensive Coordinated Early Intervening Services (CCEIS) for the 2026 Cohort. This status is a result of elevated suspension rates and below-target academic progress for students with disabilities. To address these challenges, the district will employ a four-step review process using data from the California School Dashboard, the SIRAS IEP system, and CALPADS.

Given the high frequency of suspensions across various district subgroups, especially at the elementary level, CIM initiatives over the next three academic years will concentrate on this area. The proposed CIM action plan features the following primary components:

- Refining and standardizing the districtwide Multi-Tiered System of Supports (MTSS) and Coordination of Services Team (COST) protocols.
- Creating a comprehensive training program for students and parents focused on positive behavior interventions.
- Systematically implementing and coaching staff in restorative practices as an alternative to exclusionary discipline.

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.

N/A

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
OUSD Board of Trustees	1/14/2026 - OUSD School Board Meeting - LCAP Mid-Year Update (including presentation on goals, actions, and metrics) and invitation for input 5/13/2026 - OUSD School Board Meeting - LCAP Update (focusing on UDP trends, LCAP fiscal outlook, and a new goal and new actions planned for 2026-2027) 6/5/2026 - OUSD School Board Meeting – LCAP Public Hearing (including presentation on LCAP resources and Local Indicators) 6/9/2026 - OUSD Special School Board Meeting – LCAP approval
Students	LCAP In February 2026, 161 ninth graders (93% response rate) and 128 11th graders (82% response rate) took the California Healthy Kids Survey. This provided data on student perceptions about school connectedness, student safety, student health, and more. The survey also provided data for Goal 2 of the LCAP. 5/15/2026 - Met with student group from Orcutt Academy HS
Parents	A survey was given to Orcutt Academy parents that focused on parent and family engagement and asked about school-home communication, teacher-to-parent communication, ways in which parents are and can be involved, and more. The survey drew 74 responses, which by our estimate is a participation rate of 18.7%.

Educational Partner(s)	Process for Engagement
	A survey was given to parents in the district (including Orcutt Academy Charter parents) that focused on visual and performing arts in our schools. The survey drew 250 responses, which by our estimate is a participation rate of 10.0%. 2/18/26, 5/18/26 - Met with OUSD Parent/Superintendent Group 3/12/2026 - Met with District English Learners Advisory Council (DELAC) 5/15/2026 - Met with OUSD LCAP Parent Advisory Committee
Teachers	1/15/26 - Met with Orcutt Educators Association 5/20/26 - Met with leadership teams from all schools
Classified Employees	3/24/2026 - Met with California School Educators Association
OUSD District Administration and Management Team, including OA Administrators	12/1/25, 1/20/26, 2/10/26, 2/23/26, 3/30/26, 4/20/26, 4/27/26, 5/5/26, 5/11/26, 5/18/26 - Met with OUSD Cabinet 3/30/26 - Met with school and district administrators 5/12/26 - Met with Core Management Team
Santa Barbara County SELPA	5/19/26 - Met with Santa Barbara County SELPA Executive Director Dr. Stacy McCrath-Smith

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The backdrop for LCAP input sessions with educational partners is Orcutt Academy's changing clientele, as evidenced by the increase (from 35.99% in 2023-2024 to 50.64% in 2024-2025 and 46.06% in 2025-2026) in the school's percentage of socioeconomically disadvantaged students. Anecdotally and statistically, OA has more families who are living paycheck to paycheck, more families with parents focused on doing what is needed to provide for their children. Educational partners shared insights about how the high cost of living and increased housing costs in the Orcutt/Santa Maria/Los Alamos area are stressors for parents, and how this can translate into stress for students attending our schools. Additionally, Orcutt is seeing an increase in non- or limited-English-speaking families, and approximately 90% of the district's students experiencing homelessness are also English Learners.

Since this year’s LCAP is more of an elaboration on the new LCAP developed in 2023-2024, questions were not so much about new goals, but about new actions or even alterations of current actions that can result in improved academic achievement, attendance, and other outcomes for unduplicated subgroups. Sessions included discussion of the effectiveness of current actions (ratings of effectiveness in the Goal Analysis section for each goal are based on these discussions) and ideas for improvement or new actions. The parent group also gave input on pertinent topics, with a frame of what is working well and what can be improved. Topics included support for English Learners, support for low-income students, academic support for students, and parent/family engagement.

Student input was sought in person, and results of the annual California Healthy Kids Survey were reviewed to glean additional perspective.

Students in the high school focus group shared input on several key topics, including academic support for students, college preparation, early college credit opportunities, career preparation and CTE, and supporting new students. On the subject of academic intervention, students validated afterschool support and tutoring programs available at OAHS but also had ideas for improvement: having stricter participation guidelines for intervention, directing teacher's assistants (TAs) to offer support to students, and offering more academic assistance during the weekly SPIN (Specialized Instruction) period. Other suggestions by students included refining the Success 103 course for seniors to include more career exploration, putting in place more support for students transferring to OAHS in grades 10-12, having more support available from Hancock counselors, and scheduling a greater variety of concurrent enrollment classes. As for the California Healthy Kids Survey, this year's ninth graders showed notably better results (improved by 3% or more) from 2025 ninth graders in a full 13 of the survey areas; these included adults at school having high expectations (77%), school perceived as very safe or safe (79%), optimism (61%), and life satisfaction (76%). Ninth graders' responses in the category of social and emotional health were improved, with the rate of social/emotional distress down to 20%, chronic sadness/hopelessness down to 19%, and suicidal ideation down to 7% (we stipulate that in these categories even 1% is too many). This year's 11th graders showed notable improvement from 2025 11th graders in 11 survey areas; these included meaningful participation in school (35%), alcohol or drug use (down to 3%), and tobacco use (down to 1%). The District School Climate Report Card for High School (based on CHKS results) showed the ninth and 11th graders to have more positive results than state averages in school connectedness, academic motivation, caring adult relationships, high expectations, and perceived school safety. LCAP actions related to topics discussed here include the following:

- 1.7 On-site Academic Intervention
- 1.18 Opportunities for OAHS Students to Earn Early College Credit
- 1.19 Improved Differentiation and Support via Artificial Intelligence (AI)
- 2.1 MTSS Plan for Behavior
- 2.2 Behavioral Supports for Identified Students
- 2.8 Counseling Support

Themes of input expressed at LCAP input sessions for employees included the following:

- The need to provide more support for English Learners, particularly newcomer English Learners, and their families. Especially in the upper elementary grades and in junior high school, newcomers are working to learn English while also needing to negotiate a rigorous curriculum. Additionally, the district's number of Mixteco-speaking families has increased, and Mixteco translation is needed for both students and families.
- Ongoing needs around student behavior. While the district has added behavioral support and the number of severe behavioral incidents has declined, student behavior still is on the minds of employees. They have been supportive of the behavioral and mental health support for students added in the past two years via the LCAP. High school staff expressed concern about the looming end (due to the end of Mental Health Student Services Act funding) of the district's partnership with the Santa Barbara County Education Office providing community navigator services at Orcutt Academy High School. OAHS administrators also would like to have more vape detectors and more security camera coverage for the campus.
- Concerns about substitute coverage. This has been an ongoing issue, as the district is having difficulty recruiting substitutes to fill in for teachers and classified employees. The lack of substitute teachers impacts academic intervention and special programs at elementary sites such as OAK-8, as hourly teachers who typically would deliver those programs need to be pulled to cover for classroom teachers. It also impacts teachers' ability to participate in professional development typically offered during the school day via release time. The lack of substitute instructional assistants impacts student programming, as IAs sometimes need to be

pulled to cover for IAs who staff programs such as transitional kindergarten where the district must comply with a state-required staff-to-student ratio.

- Ongoing needs around support for students with disabilities. Some interest holders talked about the need for more training in Universal Design for Learning (UDL), which gives students clear goals as well as options for how they learn, what materials they use, and how they demonstrate proficiency. Also mentioned was how students with disabilities who also are English Learners are having substantial difficulty meeting requirements for reclassification as Fluent English Proficient. This subgroup continues to merit attention.
- Concerns about support for foster youth. Orcutt has two Short-Term Residential Therapeutic Programs (STRTPs) that care for foster youth, but to this point district staff have had difficulty engaging employees at these homes to support students. There is a need for the district and STRTPs to come together to develop a plan for academic, behavioral, and mental health support for these students.
- Ongoing concerns about class size. Teachers shared their difficulty in teaching the wide range of abilities and needs found in their classrooms. This has become even more challenging with the increasing diversity and increased language needs in the district.
- The need to continue focusing on services and programming that give students skills and experiences valuable for their whole lives. Instruction in pedestrian and bicycle safety (MOVE Santa Barbara County), lessons in aquatic safety and basic swimming skills (Santa Maria Valley YMCA), instruction in decision-making skills and the dangers of substance use (DARE) have, if anything, a more important place in children's education given the increasing diversity of Orcutt's clientele. One employee stated, "This may be the only time and place where kids get these skills."
- For classified employees, the need for more professional development, as they are seeking more opportunities for relevant learning and training that will help them to be more successful in their positions. While the district has added PD opportunities for classified employees, the need is still there. One classified employee shared that some of her peers are "trying to figure it out as they go."
- Concerns about the expansive responsibilities borne by site administrators, taking away time they need for instructional leadership. Said one employee, "Are we supporting our principals and vice-principals enough on-site? Many are having to deal with behavioral issues, leaving little time for anything else."
- For OAHS, an interest in maintaining the strength of the school's partnership with Allan Hancock College around early college opportunities for students. In the past five years, OAHS has dramatically expanded its concurrent offerings and launched an Early College Cadre for each of its grade levels. OAHS is proud of this progress and wants to ensure that this can be maintained and further refined in the next five years.

LCAP actions shaped by the input from employees include the following:

- Action 1.10 English Language Development (ELD) Support
- Action 1.11 Support for Foster/Homeless Youth
- Action 1.18 Opportunities for OAHS Students to Earn Early College Credit
- Action 2.1 MTSS Plan for Behavior
- Action 2.2 Behavioral Supports for Identified Students
- Action 2.5 Inclusive Practices and UDL
- Action 2.8 Counseling Support
- Action 3.2 Student Support from Community Partners
- Action 3.3 Student Enrichment Opportunities in Community
- Action 4.3 Community Liaison and Interpreter Support
- Action 5.1 Professional Development for Teachers, Administrators, and Classified Employees

Parent engagement at OA is solid, but can improve. The level of parents reporting they are "extremely involved" or "very involved" in school is down from 2025 (35.94% this year, down from 43.59% in 2025), and the number of parents reporting they were "not involved" in school was 12.50%. That said, the turnout has been strong at events at OAK-8 and OAHS including Back to School Nights at both sites, Spartan Showcase at OAHS, Open House at OAK-8, the PTSA Jog-A-Thon at OAK-8, and sports events at both sites. A signing ceremony at which OAHS senior Elizabeth Johnson formally accepted a full scholarship to play basketball at the University of New Mexico drew over 200 students, parents, and staff! Parent education events have been less well attended, but several of these -- notably our presentation on human trafficking, our two-night series on healthy cooking, and our TK/K parent information night -- have resonated strongly with those present. Ideas for improving parent engagement include a Parent Empowerment Program (PEP) targeting TK students and their families, training in critical platforms such as Aeries and Parent Square for non- or limited-English-speaking parents, relying on video and phone communication for Mixteco-speaking parents, and being more overt about translation being available at school events. The following actions directly address the need to continuously improve parent and family engagement:

- Action 3.1 Community Outreach Efforts
- Action 4.2 Improved Marketing and Accessibility of District for Parent/Community Engagement
- Action 4.3 Community Liaison and Interpreter Support
- Action 4.5 Parent/Family Education Events

Parents on the District English Learners Advisory Council (DELAC) indicated a strong interest in English Language Development and academic support for their students. They are supportive of the idea to add more bilingual staff to help their students and welcome academic intervention and assistance available to students after school. They articulate a need for parent training in most frequently used platforms, the Aeries Parent Portal and Parent Square. The following LCAP actions address these needs:

- Action 1.10 ELD Support
- Action 4.3 Community Liaison and Interpreter Support
- Action 4.5 Parent/Family Education Events

Dr. Stacey McCrath-Smith, executive director of the Santa Barbara County SELPA, reviewed a draft LCAP document with an eye to the needs of students with disabilities. She stated the district has included in its LCAP several actions appropriate for improving outcomes for this subgroup. In particular, she encouraged the district to continue its work on co-taught classes and on Universal Design for Learning (UDL). LCAP actions focused on students with disabilities include the following:

- Action 1.17 Co-taught Core Courses at OAHS
- Action 2.1 MTSS Plan for Behavior
- Action 2.2 Behavioral Supports for Identified Students
- Action 2.5 Inclusive Practices and UDL
- Action 2.7 Special Education TOSA

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will develop the foundational skills and the social-emotional strength to contribute, adapt and lead in an ever-changing world.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This is Goal No. 1 in the Orcutt Union School District's strategic plan. Educational partners have broadened the definition of learning to include not just academic skills but social-emotional skills as well. Academic and social-emotional skills are viewed as foundational for students' participation in the world when they graduate from our school system. Operationally, this goal is about Tier 1 instruction -- the initial classroom instruction students receive -- and Tier 2 academic intervention -- how our district responds when students are not acquiring grade-level academic skills.

Associated with Goal No. 1 in the strategic plan are the following strategic opportunities and priorities:

Strategic Opportunities and 2029 Objectives:

- Curriculum: Provide curricula that result in students who have the academic and wellness skills needed for post-secondary success.
- Learning Methods: Implement instructional models and options that stimulate and engage students.
- Supports: Develop and implement a multi-tiered system of support that provides timely, targeted academic, and behavioral support for identified students.
- Future Ready: Identify practices, skills, and tools every student should possess to better prepare them for success in life.

Immediate Strategic Plan Priorities:

- Learning Methods: Identify and test instructional models to engage and meet student needs and increase academic achievement.
- Supports: Develop a system that provides timely, targeted academic and behavioral support for identified students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP – English/Language Arts Percent of students meeting/exceeding standard	Percent of students meeting/exceeding standard on the 2023 CAASPP E/LA: All Students: 45.10% Low-income: 33.71% English Learners: 10.18% Long Term English Learners: 6.67% Homeless: 15.00% Foster Youth: 26.67% Students with Disabilities: 14.29%	Percent of students meeting/exceeding standard on the 2024 CAASPP E/LA: All Students: 65.98% Low-income: 52.17% English Learners: N/A% Long Term English Learners: N/A% Homeless: N/A% Foster Youth: N/A% Students with Disabilities: 23.53%	Percent of students meeting/exceeding standard on the 2025 CAASPP E/LA: All Students: 64.86% Low-income: 57.48% English Learners: N/A% Long Term English Learners: N/A% Homeless: N/A% Foster Youth: N/A% Students with Disabilities: 25.92%	Increase student performance for all students and each student group by 5%: All Students: 50.10% Low-income: 38.71% English Learners: 15.18% Long Term English Learners: 11.67% Homeless: 20.00% Foster Youth: 31.67% Students with Disabilities: 19.29% The Academy also aims to have subgroups performing below All Students to narrow the difference between subgroup performance and All Students performance.	All Students: + 19.76% Low-income: + 23.77% English Learners: N/A Long Term English Learners: N/A Homeless: N/A Foster Youth: N/A Students with Disabilities: + 11.63%
1.2	CAASPP – Mathematics	Percent of students meeting/exceeding	Percent of students meeting/exceeding	Percent of students meeting/exceeding	Increase student performance for all students and each	All Students: + 9.39%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students meeting/exceeding standard	standard on the 2023 CAASPP Math: All Students: 37.53% Low-income: 26.74% English Learners: 7.94% Long Term English Learners: 3.33% Homeless: 22.95% Foster Youth: 6.67% Students with Disabilities: 12.92%	standard on the 2024 CAASPP Math: All Students: 44.63% Low-income: 28.99% English Learners: N/A% Long Term English Learners: N/A% Homeless: N/A% Foster Youth: N/A% Students with Disabilities: 5.88%	standard on the 2025 CAASPP Math: All Students: 46.92% Low-income: 37.01% English Learners: N/A% Long Term English Learners: N/A% Homeless: N/A% Foster Youth: N/A% Students with Disabilities: 14.82%	student group by 5%: All Students: 42.53% Low-income: 31.74% English Learners: 12.94% Long Term English Learners: 8.33% Homeless: 27.95% Foster Youth: 11.67% Students with Disabilities: 17.92% The Academy also aims to have subgroups performing below All Students to narrow the difference between subgroup performance and All Students performance.	Low-income: + 10.27% English Learners: N/A Long Term English Learners: N/A Homeless: N/A Foster Youth: N/A Students with Disabilities: + 1.9%
1.3	California Science Test (CAST)	Percent of students meeting/exceeding standard on the 2023 CAST (taken by students in grades 5, 8, and 11/12): All Students: 47.06%	Percent of students meeting/exceeding standard on the 2024 CAST (taken by students in grades 5, 8, and 11/12):	Percent of students meeting/exceeding standard on the 2025 CAST (taken by students in grades 5, 8, and 11/12):	Increase student performance for all students and each student group by 5%: All Students: 52.06%	All Students: -3.87% Low-income: + 7.59% English Learners: N/A Long Term English Learners: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-income: 30.77% English Learners: N/A Long Term English Learners: N/A Homeless: N/A Foster Youth: N/A Students with Disabilities: 18.75%	All Students: 44.27% Low-income: 33.34% English Learners: N/A Long Term English Learners: N/A Homeless: N/A Foster Youth: N/A Students with Disabilities: N/A	All Students: 43.19% Low-income: 38.36% English Learners: N/A% Long Term English Learners: N/A% Homeless: N/A% Foster Youth: N/A% Students with Disabilities: N/A%	Low-income: 35.77% Students with Disabilities: 23.75% The Academy also aims to have subgroups performing below All Students to narrow the difference between subgroup performance and All Students performance.	Homeless: N/A Foster Youth: N/A Students with Disabilities: N/A
1.4	UC A-G - Percentage of OAHS students accomplishing UC A-G requirements	66.7% of students in the Class of 2023	57.9% of students in the Class of 2024	53.4% of students in the Class of 2025	75% of OAHS graduates will accomplish UC A-G requirements each school year	- 13.3%
1.5	Advanced Placement Scores - Percentage of OAHS students taking the AP test to score a 3 or higher	61.1% (135 of 221 AP tests taken) scored 3 or higher in 2023 71.6% (101 of 141) of students taking AP tests during 2022-2023 scored a 3 or higher	74.1% (86 of 174 AP tests taken) scored a 3 or higher in 2024	80.4% (78 of 97 AP tests taken) scored a 3 or higher in 2025	70% of AP tests taken score 3 or higher	+ 19.3%
1.6	College/Career Indicator	Percentages of students deemed "prepared" as reported on 2023 California School Dashboard:	Percentages of students deemed "prepared" as reported on 2024 California School Dashboard:	Percentages of students deemed "prepared" as reported on 2025 California School Dashboard:	80% of OAHS graduates schoolwide and by subgroup deemed "prepared"	All Students: + 9.1% Hispanic students: + 17.9% White students: + 1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 71.9% prepared Hispanic students: 57.4% prepared White students: 84.9% prepared Low-income: 72.3% prepared	All Students: 73.2% prepared Hispanic students: 71.7% prepared White students: 78.9% prepared Low-income: 62.5% prepared	All Students: 81% prepared Hispanic students: 75.3% prepared White students: 86.3% prepared Low-income: 71.2% prepared		Low-income: -1.1%
1.7	English Learner Reclassification Rate	OA Reclassification Data 16.0% reclassification rate for English Learners in 2022-2023 (4 of 25 English Learners reclassified) OUSD Reclassification Data 10.04% reclassification rate for English Learners in 2022-2023 (56 of 558 English Learners reclassified) 28.17% reclassification rate for Long Term English Learners (LTELs) in 2022-2023 An estimated 9.0% of English Learners (49 in total) have been redesignated as Fluent English Proficient to this	OA Reclassification Data 12.5% reclassification rate for English Learners in 2023-2024 (2 of 16 English Learners reclassified) 16.7% reclassification rate for Long Term English Learners (LTELs) in 2023-2024 (2 or 12 LTELs reclassified) OUSD Reclassification Data 16.3% reclassification rate for English Learners in 2023-	OA Reclassification Data 14.29% reclassification rate for English learners in 2024-2025 (2 of 14 English Learners reclassified) 14.29% reclassification rate for Long Term English Learners (LTELs) (2 of 14 LTELs reclassified) in 2024-2025 0.00% reclassification rate for English learners (0 of 19 English Learners reclassified) to this point in the 2025-2026 school year	15% of English Learners will be reclassified as Fluent English Proficient 33% of Long Term English Learners (LTELs) will be reclassified as Fluent English Proficient	- 1.71%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		point in the 2023-2024 school year.	2024 (85 of 522 English Learners reclassified) 33.6% reclassification rate for Long Term English Learners (LTELs) in 2023-2024 (39 of 116 LTELs reclassified)	0.00% reclassification rate for Long Term English Learners (LTELs) (0 of 13 LTELs reclassified) to this point in the 2025-2026 school year OUSD Reclassification Data 11.46% reclassification rate for English learners in 2024-2025 (58 of 506 English Learners reclassified) 19.80% reclassification rate for Long Term English Learners (LTELs) (20 of 101 LTELs reclassified) in 2024-2025 0.36% reclassification rate for English Learners (2 of 580 English Learners reclassified) to this		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				point in the 2025-2026 school year 0.00% reclassification rate for Long Term English Learners (LTELs) (0 of 119 LTELs reclassified) to this point in the 2025-2026 school year		
1.8	English Learner Progress Indicator	56.3% of OA English Learners made progress toward English language proficiency in 2022-2023 as reported on 2023 California School Dashboard District ELPI Data 49.4% making progress in 2022-2023 English Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for all English Learners for 2022-2023: Level 4 - Well Developed: 16.41% Level 3 - Moderately Developed: 33.52% Level 2 - Somewhat Developed: 29.35%	35.7% of OA English Learners made progress toward English language proficiency in 2023-2024 as reported on 2024 California School Dashboard District ELPI Data 39.4% making progress in 2023-2024 English Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for all English Learners for 2023-2024:	33.3% of OA English Learners made progress toward English language proficiency in 2024-2025 as reported on 2025 California School Dashboard English Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for all Orcutt Academy English Learners for 2024-2025: Level 4 - Well Developed: 14.29% Level 3 - Moderately	70% of English Learners will make progress each school year as reported by the California School Dashboard.	- 23.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 1 - Minimally Developed: 20.73% English Language Proficiency for Summative ELPAC for Long Term English Learners for 2022-2023: Level 4 - Well Developed: 23.19% Level 3 - Moderately Developed: 43.48% Level 2 - Somewhat Developed: 26.09% Level 1 - Minimally Developed: 7.25%	Level 4 - Well Developed: 14.63% Level 3 - Moderately Developed: 32.78% Level 2 - Somewhat Developed: 28.67% Level 1 - Minimally Developed: 23.93% English Language Proficiency for Summative ELPAC for Long Term English Learners for 2023-2024: Level 4 - Well Developed: 15.70% Level 3 - Moderately Developed: 37.25% Level 2 - Somewhat Developed: 32.80% Level 1 - Minimally Developed: 14.25%	Developed: 57.14% Level 2 - Somewhat Developed: 28.57% Level 1 - Minimally Developed: 0.00% District ELPI Data 42.8% making progress in 2024-2025 English Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for all English Learners for 2024-2025: Level 4 - Well Developed: 13.37% Level 3 - Moderately Developed: 31.94% Level 2 - Somewhat Developed: 32.53%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Level 1 - Minimally Developed: 22.16% English Language Proficiency for Summative ELPAC for Long Term English Learners for 2024-2025: Level 4 - Well Developed: 14.52% Level 3 - Moderately Developed: 45.16% Level 2 - Somewhat Developed: 30.65% Level 1 - Minimally Developed: 9.68%		
1.9	Appropriately Assigned and Fully Credentialed Teachers	87.1% of OA teaching assignments are clear (Teaching Assignment Monitoring Outcomes report for 2022-2023)	73.2% of OA teaching assignments are clear (Teaching Assignment Monitoring Outcomes report for 2023-2024)	N/A	100% of OA teaching assignments are clear	N/A
1.10	Percent of Students with Access to Instructional Materials	100% of OA students have access to district-adopted materials that	100% of OA students have access to district-adopted materials	100% of OA students have access to district-adopted materials	100% of OA teachers will be highly qualified	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		are aligned with state standards.	that are aligned with state standards.	that are aligned with state standards.	and appropriately assigned.	
1.11	Percent of Students with Access to Required Course of Study	100% of OA students have access to the required course of study.	100% of OA students have access to the required course of study.	100% of OA students have access to the required course of study.	100% of OA students will have access to the required course of study.	No change
1.12	English Learner Access to Core Instruction and English Language Development (ELD)	100% of English Learners have access to core instruction and ELD.	100% of English Learners have access to core instruction and ELD.	100% of English Learners have access to core instruction and ELD.	100% of English Learners will have access to core instruction and ELD.	No change
1.13	Percent of Sites Meeting Facility Inspection Tool (FIT) Requirements	Inspections conducted in December 2023 show 100% of OA sites (OAK-8 and OAHS) meet state FIT requirements.	Inspections conducted in December 2024 show 100% of OA sites (OAK-8 and OAHS) meet state FIT requirements. No new data.	Inspections conducted in December 2025 show 100% of OA sites (OAK-8 and OAHS) meet state FIT requirements. No new data.	100% of OA sites will meet state FIT requirements.	No change
1.14	Professional Learning Community (PLC) Self-Rating Device (Teachers rate proficiency in grade-level or departmental PLC team in implementation of PLC components and protocols)	The self-rating device for PLCs was administered in Spring 2024. Scores 1-5 (1= low, 5 = high) OAK-8: 4.23 Essential Standards 3.00 PLC Teams 3.82 Use of Data 3.09 Use of Common Formative Assessment 4.18 Use of RTI/MTSS for Intervention	The self-rating device for PLCs was administered in Spring 2025. Scores 1-5 (1= low, 5 = high) OAK-8: 4.00 Essential Standards 3.00 PLC Teams 3.00 Use of Data 2.00 Use of Common	The self-rating device for PLCs was administered in Spring 2026. Scores 1-5 (1= low, 5 = high) OAK-8: 2.00 Essential Standards 4.00 PLC Teams 3.00 Use of Data 4.00 Use of Common	Using the PLC Self-Rating Device, grade-level and departmental PLC teams will rate their proficiency in each PLC component or protocol at 4 or above.	OAK-8: Essential Standards: - 2.23 PLC Teams: + 1.00 Use of Data: - 0.82 Use of Common Formative Assessment: + 0.91 Use of RTI/MTSS for Intervention: - 1.18 OAHS:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		OAHS: 4.14 Essential Standards 4.14 PLC Teams 3.57 Use of Data 3.57 Use of Common Formative Assessment 4.57 Use of RTI/MTSS for Intervention	Formative Assessment 4.00 Use of RTI/MTSS for Intervention OAHS: 4.08 Essential Standards 4.17 PLC Teams 2.92 Use of Data 3.42 Use of Common Formative Assessment 4.21 Use of RTI/MTSS for Intervention	Formative Assessment 3.00 Use of RTI/MTSS for Intervention OAHS: 3.33 Essential Standards 4.13 PLC Teams 2.92 Use of Data 3.00 Use of Common Formative Assessment 4.17 Use of RTI/MTSS for Intervention		Essential Standards: - 0.81 PLC Teams: - 0.01 Use of Data: - 0.65 Use of Common Formative Assessment: - 0.57 Use of RTI/MTSS for Intervention: - 0.40
1.15	NWEA Reading Mean RIT Score by Grade Level	NWEA Reading Spring 2023 Mean (average) RIT Score Grade 1 Mean Rit = 167.29 Grade 2 Mean Rit = 190.43 Grade 3 Mean Rit = 192.79 Grade 4 Mean Rit = 207.29 Grade 5 Mean Rit = 207.80 Grade 6 Mean Rit = 219.63 Grade 7 Mean Rit = 221.38	NWEA Reading Spring 2024 Mean (average) RIT Score Grade 1 Mean RIT = 176.21 Grade 2 Mean RIT = 187.14 Grade 3 Mean RIT = 207.29 Grade 4 Mean RIT = 207.07 Grade 5	NWEA Reading Spring 2025 Mean (average) RIT Score Grade 1 Mean RIT = 174.64 Grade 2 Mean RIT = 188.43 Grade 3 Mean RIT = 198.07 Grade 4 Mean RIT = 210.29 Grade 5	Average RIT scores in Reading will exceed the NWEA cut points for meeting or exceeding standards (cut points based on performance of NWEA national norming group): Spring: Grade 1 = 174 or higher Grade 2 = 188 or higher Grade 3 = 199 or higher	NWEA Reading Spring RIT Scores Grade 1: + 7.35 Grade 2: - 2.00 Grade 3: + 5.28 Grade 4: - 3.00 Grade 5: + 0.51 Grade 6: - 1.44 Grade 7: - 1.97 Grade 8: + 2.68

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 8 Mean Rit = 224.13 NWEA Reading Fall 2023 Mean (average) RIT Score Grade 1 Mean Rit = 159.86 Grade 2 Mean Rit = 169.86 Grade 3 Mean Rit = 195.86 Grade 4 Mean Rit = 195.50 Grade 5 Mean Rit = 206.81 Grade 6 Mean Rit = 213.53 Grade 7 Mean Rit = 223.06 Grade 8 Mean Rit = 222.75	Mean RIT = 213.25 Grade 6 Mean RIT = 216.60 Grade 7 Mean RIT = 225.69 Grade 8 Mean RIT = 225.00 NWEA Reading Fall 2024 Mean (average) RIT Score Grade 1 Mean RIT = 162.86 Grade 2 Mean RIT = 182.50 Grade 3 Mean RIT = 190.57 Grade 4 Mean RIT = 207.14 Grade 5 Mean RIT = 203.69 Grade 6 Mean RIT = 217.93 Grade 7	Mean RIT = 208.31 Grade 6 Mean RIT = 218.19 Grade 7 Mean RIT = 219.41 Grade 8 Mean RIT = 226.81 NWEA Reading Fall 2025 Mean (average) RIT Score Grade 1 Mean RIT = 164.29 Grade 2 Mean RIT = 182.62 Grade 3 Mean RIT = 196.36 Grade 4 Mean RIT = 201.07 Grade 5 Mean RIT = 214.60 Grade 6 Mean RIT = 213.94 Grade 7	Grade 4 = 206 or higher Grade 5 = 211 or higher Grade 6 = 216 or higher Grade 7 = 217 or higher Grade 8 = 222 or higher Fall: Grade 1 = 158 or higher Grade 2 = 175 or higher Grade 3 = 189 or higher Grade 4 = 198 or higher Grade 5 = 204 or higher Grade 6 = 211 or higher Grade 7 = 213 or higher Grade 8 = 218 or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Mean RIT = 217.75 Grade 8 Mean RIT = 227.13	Mean RIT = 217.94 Grade 8 Mean RIT = 223.63		
1.16	NWEA Math Mean RIT Score by Grade Level	NWEA Math Spring 2023 Mean (average) RIT Score Grade 1 Mean Rit = 179.00 Grade 2 Mean Rit = 191.21 Grade 3 Mean Rit = 205.07 Grade 4 Mean Rit = 212.43 Grade 5 Mean Rit = 214.47 Grade 6 Mean Rit = 229.06 Grade 7 Mean Rit = 228.50 Grade 8 Mean Rit = 240.94 NWEA Math Fall 2023 Mean (average) RIT Score Grade 1 Mean Rit = 169.79 Grade 2 Mean Rit = 183.50 Grade 3 Mean Rit = 186.50	NWEA Math Spring 2024 Mean (average) RIT Score Grade 1 Mean RIT = 184.57 Grade 2 Mean RIT = 197.57 Grade 3 Mean RIT = 205.14 Grade 4 Mean RIT = 217.36 Grade 5 Mean RIT = 229.63 Grade 6 Mean RIT = 225.67 Grade 7 Mean RIT = 240.56 Grade 8 Mean RIT = 238.38 NWEA Math Fall 2024	NWEA Math Spring 2025 Mean (average) RIT Score Grade 1 Mean RIT = 184.64 Grade 2 Mean RIT = 199.00 Grade 3 Mean RIT = 207.50 Grade 4 Mean RIT = 213.14 Grade 5 Mean RIT = 224.94 Grade 6 Mean RIT = 237.88 Grade 7 Mean RIT = 230.59 Grade 8 Mean RIT = 249.63 NWEA Math Fall 2025	Average RIT scores in Math will exceed the NWEA cut points for meeting or exceeding standards (cut points based on performance of NWEA national norming group): Spring: Grade 1 = 177 or higher Grade 2 = 189 or higher Grade 3 = 201 or higher Grade 4 = 213 or higher Grade 5 = 224 or higher Grade 6 = 226 or higher Grade 7 = 231 or higher Grade 8 = 237 or higher Fall:	NWEA Math Spring RIT Scores Grade 1: + 5.64 Grade 2: + 7.79 Grade 3: + 2.43 Grade 4: + 0.71 Grade 5: + 10.47 Grade 6: + 8.82 Grade 7: + 2.09 Grade 8: + 8.69

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 4 Mean Rit = 201.00 Grade 5 Mean Rit = 216.63 Grade 6 Mean Rit = 217.80 Grade 7 Mean Rit = 232.44 Grade 8 Mean Rit = 230.88	Mean (average) RIT Score Grade 1 Mean RIT = 168.21 Grade 2 Mean RIT = 186.21 Grade 3 Mean RIT = 193.36 Grade 4 Mean RIT = 202.50 Grade 5 Mean RIT = 213.31 Grade 6 Mean RIT = 224.31 Grade 7 Mean RIT = 223.38 Grade 8 Mean RIT = 239.88	Mean (average) RIT Score Grade 1 Mean RIT = 168.36 Grade 2 Mean RIT = 180.15 Grade 3 Mean RIT = 196.43 Grade 4 Mean RIT = 208.07 Grade 5 Mean RIT = 212.67 Grade 6 Mean RIT = 224.25 Grade 7 Mean RIT = 232.50 Grade 8 Mean RIT = 230.88	Grade 1 = 160 or higher Grade 2 = 175 or higher Grade 3 = 188 or higher Grade 4 = 202 or higher Grade 5 = 214 or higher Grade 6 = 218 or higher Grade 7 = 224 or higher Grade 8 = 232 or higher	
1.17	Student Participation in Well Rounded Educational Program	Percentage of students with opportunity to participate in districtwide arts or enrichment programs in 2023-2024: 100% of students in grades K-6 participating in weekly lessons in	Percentage of students with opportunity to participate in districtwide arts or enrichment programs in 2024-2025:	Percentage of students with opportunity to participate in districtwide arts or enrichment programs in 2025-2026:	100% of students have opportunity to participate in all districtwide arts or enrichment programs	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		visual arts (Arts Attack curriculum) 100% of students in grades K-6 participating in weekly lessons in music taught by a credentialed music teacher 100% of fourth graders with opportunity to participate in district swim/aquatic safety program done in partnership with Santa Maria Valley YMCA 100% of sixth graders with opportunity to participate in Science Camp experience	100% of students in grades K-6 participating in weekly lessons in visual arts (Arts Attack curriculum) 100% of students in grades K-6 participating in weekly lessons in music taught by a credentialed music teacher 100% of fourth graders with opportunity to participate in district swim/aquatic safety program done in partnership with Santa Maria Valley YMCA	100% of students in grades K-6 participating in weekly lessons in visual arts (Arts Attack curriculum) 100% of students in grades K-6 participating in weekly lessons in music taught by a credentialed music teacher 100% of fourth graders with opportunity to participate in district swim/aquatic safety program done in partnership with Santa Maria Valley YMCA		

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Descriptions of overall implementation of planned actions:

1.1 Standards-Based Materials
The district's implementation of its new TK-8 math curriculum -- Illustrative Mathematics v.360, published by Imagine Learning -- has gone well. The program's student-friendly, problem-based instructional structure has been well received by students and teachers. Teachers have

participated in three publisher-provided trainings to date, and district math consultant Elizabeth Hammonds and the Educational Services team have provided additional trainings and support. Teachers increasingly are utilizing center kits to build math fluency in their students, and lessons are showing a higher level of student engagement around complex math concepts. Administrators have participated in two trainings by Hammonds that outlined the IM 360 program and provided "look fors" for when administrators observe math lessons. Now that teaching-and-learning practices are better aligned with California's new math framework, we expect that math achievement will continue to grow. Meanwhile, the OAHS Math Department is looking at options for an instructional materials adoption for 2027-2028, with continued piloting planned in 2026-2027.

1.2 Teacher on Special Assignment (TOSA) Support
Four and a half TOSAs assigned to Educational Services (one served as a half-time administrator, half-time TOSA) have continued to work hard on the following: (1) support for Tier 1 and Tier 2 instruction at elementary and junior high school sites; (2) Training and support for new (first- and second-year) teachers; (3) Support for PLC teams, including assistance with progress monitoring; (4) support with student engagement; and (5) support with family engagement via Julia Robinson Math Festival family nights. Special areas of emphasis for 2026-2027 included supporting the math adoption, consolidating the progress of SEE Learning (the district's adopted social/emotional learning curriculum), improving the district's efforts in teaching writing, arranging classroom observations where newer teachers could see experienced teachers in action, and filming demonstration lessons with the goal of building a lesson library. In all of these endeavors TOSAs are focused especially on improving outcomes for unduplicated students (low-income students, English Learners, foster youth, and students experiencing homelessness). Members of the TOSA team impressed when they updated OUSD trustees on their work at a curriculum board meeting on February 25, 2026.

1.3 Executive Director of Curriculum & Instruction
The executive director of curriculum & instruction continued to do impactful work in supporting student achievement, supporting school administrators, organizing pertinent professional development, and leading the district's team of TOSAs. With her leadership, the district this year assembled a task force to work on improved writing instruction and improved writing achievement. She has been selected to be the district's new assistant superintendent of educational services in 2026-2027 (the current assistant superintendent is retiring).

1.4 Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring
Acadience (reading, 3x/year, grades K-3 and identified students), Universal Screener for Number Sense (USNS) (math, 2x/year, grades TK-2), and NWEA (reading and math, 3x/year, grades 1-8) are utilized across the district as assessment tools for progress monitoring. These results are utilized in "focus folders" compiled by teachers to group students by level of academic need. The district also implemented the Amira reading screener for grades K-2 to meet the SB 114 requirement for screeners for reading difficulties, including dyslexia. Teachers utilize data to group students based on needs and to track student progress, especially the progress of unduplicated students. EduClimber is being used as a platform for collection and analysis of data.

1.5 Targeted Professional Learning Community (PLC) Work
Grade-level and departmental PLCs this school year have continued to dedicate two meetings per month to analysis of data, planning of interventions, and other collaborative planning around the needs of unduplicated students. The district recognized two PLC teams with the #WeAreOrcutt Award for exemplary practice in data analysis, collaborative instructional planning, and implementation of academic interventions; these included the OAHS English Department.

1.6 Principal PLCs
Elementary and secondary "Principal PLCs" have continued to be important forums for analysis and action on school and district data, with a special focus on unduplicated students. Topics taken up by these groups so far this school year include CAASPP results review, English Language Development, promoting school attendance, tasks for site PLC teams, the EduClimber platform for student data, and the Student Success Team process.

1.7 On-Site Academic Intervention
SIPPS continues to be a cornerstone intervention program with a proven impact on identified students. Math intervention (see narratives for Actions 1.12 and 1.13) is in its third year. Teachers are utilizing "cool-downs" (also known as exit tickets) from the new IM 360 program to provide students specific, targeted, "just in time" intervention. OAHS students who provided LCAP input gave high marks to afterschool support and tutoring as well as lunchtime teacher support available at OAHS.

1.8 Professional Consulting Support
The district continued to work with math consultant Elizabeth Hammonds on effective Tier 1 and Tier 2 practices, curriculum pacing, and the math adoption (see narrative for Action 1.1). English/language arts consultant Terri Barclay has worked with teachers on writing task forces in grades K-2, 3-5, and 6-8. They are aligning improvement efforts with the book "The Writing Revolution," which provides a sequence for teaching writing, from sentences (“the basic building blocks of writing”) to multi-paragraph essays (including argumentative pieces).

1.9 English Language Development (ELD) Support
The Educational Services team continues to support designated and integrated ELD for English Learners. As a district, we continue to strive for a rate of English Learner progress higher than the 42.8% making progress in 2024-2025. We also would like to have reclassification rates higher than the 2024-2025 rates of 11.45% for English Learners and 19.80% for Long Term English Learners.

1.10 Support for Foster Youth and Students Experiencing Homelessness
Extra support and tutoring for foster youth and students experiencing homelessness are being embedded in ELO-P academic programming for grades TK-6 (see narrative for Action 2.5). Teachers are being assigned to check in with these students to discern what specific supports are needed. Scholarships for Science Camp and other special activities are being implemented for students in these subgroups. This year, an administrator assigned to oversee foster/homeless support worked directly with families of homeless students, foster care providers, and Short-Term Residential Therapeutic Program (STRTP) facilities for foster youth in connecting students with community and educational resources. A future need is more coordination with STRTPs around academic and behavioral support for their students.

1.11 SEE Learning (Social/Emotional Learning Curriculum)
Implementation of the SEE Learning social/emotional learning curriculum is proceeding well with support from the district's SEE Learning leadership team. OAHS is piloting the high school version of SEE Learning in its Academic Seminar Course, and the SEE Learning Play program for transitional kindergarten has been piloted as well. A district showcase was held on March 13 to highlight the district's implementation of SEE Learning. The event was well attended, and those present appreciated the opportunity to see teachers and students in SEE Learning lessons. The showcase also received coverage in the local media, thereby expanding community awareness of the curriculum.

1.12 Math Intervention - Physical Education Instruction by Credentialed Teachers for Students in Grades TK-8

Dedicated time for math intervention is fundamental for improving math proficiency in grades 1-8. In their third year of implementing math intervention, elementary classroom teachers are using "cool downs" (formerly exit tickets) from the new IM 360 curriculum to assess student needs in math; additionally, grade-level teams increasingly are sharing students, with students at a grade level grouped by need. Teachers also are utilizing online curriculum to provide students reteaching and extra practice. P.E. continues to be a valued accompaniment to math intervention in the elementary master schedule. P.E. teachers provide engaging activities that build fitness and health.

1.13 Math Intervention - Art/Music Instruction for Students in Grades TK-8
Dedicated time for math intervention is fundamental for improving math proficiency in grades 1-8. As mentioned above, elementary classroom teachers are using "cool downs" (formerly exit tickets) from the new IM 360 curriculum to assess student needs in math; additionally, grade-level teams increasingly are sharing students, with students at a grade level grouped by need. Teachers also are utilizing online curriculum to provide students reteaching and extra practice. Visual arts using the Arts Attack program continues to be an important correlate for math intervention in the elementary master schedule. Students appreciate the weekly lessons in art elements and techniques with emphasis on the unique styles of the masters.

1.14 Pre-service Curriculum Training for New Teachers
In August 2025 the district offered paid days of preservice curriculum training to new teachers, and close to 100% participated. The training enabled these teachers to get a head start on curriculum, including pacing, online components, ELD components, student assessments, and more. This has become an integral support for new teachers.

1.15 Instructional Assistant Support for Kindergarten Students
The OAK-8 TK/K class is staffed with an instructional assistant who continues to play an integral role in supporting students, especially students in unduplicated subgroups.

1.17 Co-taught Core Courses at OAHS
Co-taught courses are under way at the district's three secondary sites. Administrative support, collaboration time, and professional development have been implemented in support of this. Teaching partnerships take time to reach capacity, and we expect continued growth with co-teaching practices in 2026-2027.

1.18 Opportunities for OAHS Students to Earn Early College Credit
With substantial help from Allan Hancock College, OAHS has expanded concurrent enrollment offerings to include over 20 courses. In 2022, Hancock and OAHS launched an Early College Cadre program that enables participating students to earn a Hancock associate’s degree by the time they graduate from high school. Students in the first Cadre graduated from Hancock in May, and OAHS now has a Cadre in operation for each of its grade levels. Hancock brought in a well qualified instructor, Roy Dugger, to teach a section of EMS 102 (First Aid & Safety) each semester this school year. The course went well, although Hancock says it will not be able to provide an instructor for the course in 2026-2027.

1.19 Improved Differentiation and Support via Artificial Intelligence (AI)
Pockets of genuine AI innovation can be seen around the district, as approximately a quarter to a third of classroom teachers are utilizing Magic School AI with students (usage data shows this). The most common application of Magic School AI is to provide immediate help for students who are struggling with a skill or concept taught in the classroom; the platform serves as a "guided tutor" by not giving correct

answers to students, but rather guiding students toward correct processes for finding the answer. Brisk Teaching AI was not implemented because the district wanted to keep the focus for innovation on Magic School AI. An AI leadership group consisting of 20 teachers works with the executive director of technology and educational services on planning next steps. Google Workspace Plus contains Gemini AI and is housed in the Google platform already being used districtwide, so this appears to be the next area of focus rather than Brisk Teaching AI.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Following are explanations for items in which there is a difference between budgeted LCAP expenditures and estimated actual expenditures:

- 1.9 Professional Consulting Support, no expenses, $20,000 less than budgeted. Expenses for professional development were charged to other funds.
- 1.10 English Language Development (ELD) Support, no expenses, $7,000 less than budgeted. Expenses for ELD support were charged to other funds.
- 1.11 Support for Foster Youth and Students Experiencing Homelessness, no expenses, $10,000 less than budgeted. Expenses for academic support were charged to other funds.
- 1.17 Co-Taught Core Courses at OAHS, no expenses, $10,000 less than budgeted. Expenses for the co-taught section were charged to other funds.
- 1.18 Opportunities for OAHS Students to Earn Early College Credit, no expenses, $10,000 less than budgeted. No expenses were accrued to make possible these opportunities.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Analysis on effectiveness of LCAP actions for Goal 1:

CAASPP proficiency data shows growth in both English/language arts and mathematics. OA schoolwide has seen its percentage of students meeting/exceeding standard increase by 19.76% in E/LA between 2023 and 2025, by 9.39% in math. The two statistically significant subgroups also have made growth in both areas: low-income students by 23.77% in E/LA and by 10.27% in math, and students with disabilities by 11.63% in E/LA and by 1.9% in math. Additionally, OA made growth in both E/LA and math on the California School Dashboard. OA schoolwide increased its E/LA performance by 5.9 points from 2024 to 2025 and is now 39.9 points above standard. Three subgroups made growth in E/LA from 2024: Hispanic students (maintained 0.8 points, 11.5 points above standard), low-income students (increased 13.2 points, 16.1 points above standard), and White students (increased 15.7 points, 66.7 points above standard). Two subgroups declined in E/LA from 2024: Two or More Races (declined 33.2 points, 43.6 points above standard) and students with disabilities (declined 22.1 points, 73.6 points below standard). In math, the schoolwide group went up 4.9 points from 2024 and now stands at 18.1 points below standard. Two subgroups moved up in math from 2024 (low-income, increased 12.5 points, 46.2 points below standard; White students, increased 10.6 points, 16.6 points above standard), while three subgroups declined (Hispanic students, declined 6.7 points, 59.2 points below standard; Two or More Races, declined 25.6 points, 18.4 points below standard; students with disabilities, declined 22 points, 114.7 points below standard). The California Science Test shows a slight decline in proficiency between 2023 and 2025, with the percentage of students meeting/exceeding standard dipping from 47.06% to 43.19%. Low-income students did make growth in science, moving from 30.77% meeting/exceeding in 2023 to 38.36% in 2025. In Advanced Placement (AP) testing, the percentage of students scoring a 3 or higher has increased, from 61.1% in 2023 to 80.4% in 2025. Given these trends, we rate the following LCAP actions as effective, with the ever-present need for continual refinement in the years to come:

- 1.1 Standards-Based Materials
- 1.2 Teacher on Special Assignment (TOSA) Support
- 1.3 Executive Director of Curriculum & Instruction
- 1.4 Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring
- 1.5 Targeted Professional Learning Community (PLC) Work
- 1.6 Principal PLCs
- 1.7 On-Site Academic Intervention
- 1.8 Professional Consulting Support
- 1.10 Support for Foster Youth and Students Experiencing Homelessness
- 1.12 Math Intervention - Physical Education Instruction by Credentialed Teachers for Students in Grades TK-6
- 1.13 Math Intervention - Art/Music Instruction for Students in Grades TK-6
- 1.14 Pre-service Curriculum Training for New Teachers
- 1.9 English Language Development (ELD) Support

Suspension rates have declined from 2.9% in 2022-2023 to 1.9% in 2024-2025. Two subgroups saw an increase in suspension rates: Two or More Races (up 3.0% from 2022-2023) and students with disabilities (up 1.8%). Educational partner feedback on the following action has been positive, and we believe that over time it will produce improvements in the sense of connectedness students feel with peers, staff, and their school with the end result of reducing severe behavior that merits suspension. We rate this action as effective:

- 1.11 SEE Learning (Social/Emotional Learning Curriculum)

The suspension rate for grades TK-3 at OAK-8 has maintained at 0.0% since 2022-2023. The following action has an important role to help promote positive behavior in kindergarten, and we rate it effective:

- 1.15 Instructional Assistant Support for Kindergarten Students

CAASPP data shows 15.16% of students with disabilities are meeting/exceeding standard in CAASPP E/LA testing and 13.31% are meeting/exceeding in math. While the subgroup has made slight growth from 2022-2023, it still is performing well below the schoolwide group, and much work needs to be done. The following action is intended to impact this subgroup's performance in high school, but because it was introduced in 2024-2025 we consider it emerging:

- 1.17 Co-taught Core Courses at OAHS

Due to its College and Career Access Pathways (CCAP) partnership with Allan Hancock College, OAHS has expanded concurrent/CCAP enrollment offerings to include over 20 courses this school year. In 2022, Hancock and OAHS also launched an Early College Cadre program that enables participating students to earn a Hancock associate’s degree by the time they graduate from high school. OAHS' first Cadre graduated this year -- a milestone event that resulted in considerable celebration and publicity in our community. Three more Cadres are operating, with another comprised of incoming ninth graders set to launch this summer. Meantime, OA is making growth in the California School Dashboard's College/Career Indicator, as the percentage of students schoolwide deemed "prepared" has increased from 71.9% in 2023 to 81.0% in 2025. Two subgroups also are on the uptick: Hispanic students, up 17.9% to 75.3% prepared; White students, up 1.4% to 86.3% prepared. Low-income students declined slightly, down 1.1% from 2023 to 71.2% prepared. With these substantial accomplishments, we rate the following action as highly effective:

- 1.18 Opportunities for OAHS Students to Earn Early College Credit

Principal SAMR Survey on Technology Integration results show a 13.18% increase from 2024 to 2026 in transformational technology use and a 5.37% increase in technology use with a "somewhat or direct" connection to the lesson. This shows a leveling-up in technology use for learning, but we also know that the following action has not been implemented to the extent planned. Accordingly, we rate it as emerging:

- 1.19 Improved Differentiation and Support via Artificial Intelligence (AI)

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

We modified a metric for accuracy. For Metric 1.6 Appropriately Assigned and Fully Credentialed Teachers, we now are utilizing Teaching Association Monitoring Outcomes (TAMO) data for percentage of teaching assignments that are clear.

Under this goal, we are expanding two actions and discontinuing one based on review and analysis of how 2025-2026 has gone:

- Action 1.2 TOSA Support is being expanded to add one and a half Teachers on Special Assignment for 2026-2027. This is being done to expand site-based support for teachers around implementing LCAP actions and addressing the needs of unduplicated pupils.
- Action 1.3 Executive Director of Curriculum & Instruction is being discontinued for 2026-2027. The current executive director is being promoted to the position of assistant superintendent of educational services in 2026-2027.
- Action 1.9 Professional Consulting Support is being expanded to include additional funding for consultants. Consultants have been providing important guidance and professional development in math instruction (Elizabeth Hammonds and Michele Douglass) and writing instruction (Terri Barclay), and this work will continue. The district would like to bring on Lizzie Rodriguez to work with administrators and school leadership teams to develop and implement a plan to expand use of restorative practices at school sites. The district would like to bring on multiple consultants to support integration of artificial intelligence (AI) to increase differentiation and individualization of learning for students (Action 1.18).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Standards-Based Materials	Standards-based instructional materials will be provided to all students. The district has adopted new instructional materials in mathematics (Illustrative Mathematics v.360, published by Imagine Learning) for grades TK-8 for 2025-2026 and beyond. These materials were selected because they are better aligned with California's new mathematics framework, feature research-based instructional practices, and have components to better address the needs of English Learners, students with disabilities, and advanced students.	$40,000.00	

Action #	Title	Description	Total Funds	Contributing
		Meanwhile, OAHS is using instructional materials (College Preparatory Mathematics and other materials) that are not as closely aligned with California's mathematics framework. In 2026-2027 the OAHS Math Department will be exploring and possibly piloting options for adoption in 2027-2028.		
1.2	Teacher on Special Assignment (TOSA) Support	All teachers will be supported in implementing and teaching state standards through assistance from Teachers on Special Assignment (TOSAs). TOSAs will support teachers with effective instructional strategies for classroom instruction (Tier 1) and classroom-based intervention (Tier 2). TOSAs also will support school and district processes for progress monitoring in English/language arts and math, school and district implementation of MTSS, integration of technology in instruction, and specific support for unduplicated students (low-income students, English Learners, foster youth, and students experiencing homelessness).	$22,286.64	Yes
1.3	Executive Director of Curriculum & Instruction	The district's executive director of curriculum & instruction will ensure that OA's teachers and school administrators are supported in successfully implementing and teaching state standards and monitoring student progress toward grade-level proficiency. The executive director will oversee TOSAs in their work to support teachers at school sites (see narrative for Action 1.2). The executive director will ensure that the district's MTSS plan is implemented with fidelity and is effectively serving unduplicated students. The executive director also will work with school leadership teams to evaluate, monitor, and improve programs and protocols around meeting the needs of unduplicated students.		
1.4	Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring	Universal screening, formative assessments and MTSS progress monitoring assessments will be administered to students to monitor student progress, identify areas of need, and evaluate effectiveness of programs. Data specific to unduplicated students (low-income students, English Learners, foster youth, and students experiencing homelessness) will be analyzed to assess their progress. The EduClimber data management program will be utilized to gather, analyze and communicate	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic data to staff. Data will be used in placement for intervention/enrichment groups. Data also will be utilized to communicate information regarding student progress with parents and students. NWEA, Acadience, and Edmentum will be available to individualize instruction as NWEA levels populate to Edmentum to assist in targeting individual academic needs.		
1.5	Targeted Professional Learning Community (PLC) Work	Certificated staff (teachers and counselors) will participate in grade-level or departmental Professional Learning Community (PLC) team meetings each week. Two meetings each month will be devoted to improving outcomes for unduplicated students and students with disabilities. Special Education teachers can join general education teachers in these discussions. Each PLC team will have a member who receives a stipend for facilitating weekly PLC meetings, participating on the school leadership team, making regular reports to school administration, communicating school leadership team decisions and discussions to the PLC team, and other negotiated duties.		Yes
1.6	Principal PLCs	Orcutt Academy site administrators will participate in district Professional Learning Community (PLC) teams for principals and vice-principals to analyze school and district data, discuss and evaluate the progress of school and district initiatives, and coordinate efforts around instructional leadership. A focus for the "Principal PLC" team will be improving outcomes for unduplicated students and students with disabilities. Meetings will occur at least monthly. Elementary and secondary administrators generally will meet separately but may come together for some topics.		No
1.7	On-Site Academic Intervention	Identified students will receive targeted academic support through on-site interventions provided by the classroom teacher, hourly intervention teachers, and/or the grade level or departmental teaching team. TOSAs will provide support for identification of and training in effective, research-based interventions for identified students, with a focus on unduplicated students.	$108,931.19	Yes

Action #	Title	Description	Total Funds	Contributing
		At OAK-8, SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) will continue as the main reading intervention in the elementary grades. For math intervention, teachers can select from a menu that includes review/reteaching, preview/pre-teaching, extension/enrichment, focus on essential standards, and math games or manipulatives that build number sense. Edmentum (individualized online curriculum) can be used to reduce group size during math intervention. At OAHS, site interventions will include the weekly Specialized Instruction (SPIN) period, in which teachers can "draft" students for extra support or students can self-select to receive it; before-school math tutoring; after-school tutoring in multiple content areas; and afterschool academic intervention.		
1.8	Academic Seminar Course at OAHS	OAHS will continue to offer an Academic Seminar course designed for students who have maintained a grade point average under 2.0 and/or who have struggled to pass courses. The course includes individual check-ins and tutoring, individual goal-setting, development of organizational skills (i.e., note-taking, calendaring, organizing work, etc.), development of school connectivity through working in the school garden and doing service work, and development of emotional intelligence.	$40,443.08	Yes
1.9	Professional Consulting Support	Professional consultants with expertise in English/language arts and math instruction will be retained by the district to provide professional development, demonstration lessons, and individual coaching for teachers and administrators, around effective Tier 1 and Tier 2 practices, essential elements of district-adopted instructional materials, addressing the needs of unduplicated students, instructional leadership, and more. Math consultants can give input on a potential math adoption at OAHS (see narrative for Action 1.1).	$20,000.00	No
1.10	English Language Development (ELD) Support	Data on English acquisition by English Learners and Long Term English Learners (LTELs) will be regularly reviewed by the PLCs for school administrators, school leadership teams, and district Educational Services Department, and best next steps will be planned and implemented.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Teachers will receive support from TOSAs and the executive director of curriculum & instruction with delivery of designated and integrated ELD for English Learners. As needed, online curricula such as Imagine Learning will be provided to support English acquisition. Increased response opportunities, a focus on academic vocabulary, and increased writing opportunities can help LTELs reach proficiency.		
1.11	Support for Foster Youth and Students Experiencing Homelessness	Data regarding these students' academic progress will be regularly reviewed by the PLCs for school administrators, school leadership teams, and district Educational Services Department, and best next steps will be planned and implemented. Small-group and individual tutoring will be made available to foster youth and students experiencing homelessness. Scholarships to participate in school activities such as Science Camp for sixth grade will be made available to these students. If needed, school supplies and personal supplies will be made available.	$7,000.00	Yes
1.12	SEE Learning (Social/Emotional Learning Curriculum)	The district will continue and expand its implementation of the Social, Emotional, and Ethical (SEE) Learning Program from Emory University as its social/emotional learning curriculum. The program has been well received around the district, as it gives students important tools for self-regulation, interpersonal interactions, and decision making. A core team including a TOSA, a counselor, and a retired administrator will continue to support implementation of SEE Learning in 2025-2026.	$1,000.00	Yes
1.13	Physical Education Instruction by Credentialed Teachers for Students in Grades TK-8	Instruction by credentialed physical education teachers is a foundational block in an elementary master schedule that affords regular time for classroom math intervention. Additionally, this instruction has great worth for students in promoting motor skills, knowledge, and behavior for physical activity, personal fitness, and long-term health.	$61,295.09	Yes
1.14	Art/Music Instruction for Students in Grades TK-8	Credentialed music teachers will provide weekly music instruction for students in grades K-6 as well as the opportunity for band instruction for interested students in grades 4-8. Hourly teachers will provide weekly	$34,050.34	No

Action #	Title	Description	Total Funds	Contributing
		visual arts instruction based on the Arts Attack curriculum with students in grades K-6. This ensures that all students, including unduplicated students, are able to access a robust arts program. Additionally, the music and art schedules will be set up in the elementary master schedule (along with P.E. instruction) to afford regular time for classroom math intervention.		
1.15	Pre-service Curriculum Training for New Teachers	Starting in 2024-2025, new teachers will have the opportunity to be participate in up to three paid preservice days of curriculum training by TOSAs and the executive director of curriculum & instruction. The days (which will be held before the teachers' official first day of work) will include an extensive overview of district adopted curriculum, input on pacing, and an overview of the district's system for progress monitoring.	$2,000.00	No
1.16	Instructional Assistant Support for Kindergarten Students	Instructional assistants will continue to be placed in the full-day OAK-8 TK/K classroom to support the academic and behavioral needs of all students. Priority for support will be given to unduplicated students.	$35,047.27	Yes
1.17	Co-taught Core Courses at OAHS	OAHS will continue a co-taught Mathematics course that will include both general education students and students with disabilities and be team taught by general education and Special Education teachers. Co-taught core courses will give participating Special Education students full access to both grade-level curriculum and appropriate support, accommodations, and modifications, etc., and because of this full access these students will have a greater opportunity to reach proficiency in CAASPP E/LA and Math tests. These courses also will obviate the need for accompanying support courses, thereby giving students with disabilities a greater opportunity to enjoy electives and other course offerings. A focus of team teaching will be Universal Design for Learning (UDL), which makes the curriculum accessible for all students.	$10,000.00	
1.18	Opportunities for OAHS Students to	Under a new College and Career Access Pathways (CCAP) partnership with Allan Hancock College, OAHS will maintain and expand concurrent enrollment courses made available to students. OAHS also will continue to	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Earn Early College Credit	offer its Early College Cadre, which affords a group of students the opportunity to earn an associate's degree by the time they graduate from OAHS.		
1.19	Improved Differentiation and Support via Artificial Intelligence (AI)*	After extensive professional development and outreach regarding AI solutions for education, the district has identified two AI platforms that will lead to improved outcomes for unduplicated students. Magic School AI for grades TK-8 offers real-time, scaffolded support across the curriculum that enhances students' ability to access rigorous curriculum at their own pace and ability level. Brisk Teaching AI for grades 6-12 allows teachers to create custom learning experiences, generate formative assessments, and provide instant, personalized feedback using standards-aligned content. Both programs will be helpful to students who need additional support or are performing below grade level.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The Orcutt Union School District will structure a learning experience that strives to meet the individual needs and expectations of students and families.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This is Goal No. 2 in the Orcutt Union School District's strategic plan. In this post-COVID era, student and family needs and expectations have changed, and Orcutt's educational partners recognize the need for the district to provide programming that meets student and family needs and that families find compelling. Operationally, this goal is about student attendance and behavioral support for students (including Tier 2 behavioral interventions for students with behavioral challenges), inclusive practices, and before- and after-school childcare.

Associated with Goal No. 2 in the strategic plan are the following strategic opportunities and priorities:

Strategic Opportunities and 2029 Objectives:

- Supports: Develop and implement a multi-tiered system of support that provides timely, targeted academic, and behavioral support for identified students.
- Enrollment and Attendance: Increase student enrollment and attendance.
- Inclusive Practices: Continue to build a strong sense of community across the district where everyone feels welcome, safe, and valued.
- Inclusive Practices: Ensure that inclusive practices, including Universal Design for Learning, are clearly evident across all school settings.

Immediate Strategic Plan Priorities:

- Supports: Develop a system that provides timely, targeted academic and behavioral support for identified students.
- Enrollment and Attendance: Identify and implement strategies to increase student attendance.
- Inclusive Practices: Implement and show progress on inclusive practices across all school settings.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate	93.86% for 2022-2023.	95.24% for 2023-2024.	94.78% for 2024-2025. The OA attendance rate for 2025-2026 to date (April 2, 2026) is 94.43%.	96% or higher	+ 0.92%
2.2	Chronic Absenteeism Rates	2022-2023 Chronic Absenteeism Rates (reported on California School Dashboard*) 14.5% - All Students 11.3% - Hispanic or Latino 19.4% - White 11.1% - Two or More Races 17.6% - English Learners 12.8% - Socioeconomically Disadvantaged 4.3% - Students with Disabilities *Groups not reported have less than 11 students and data is not displayed for privacy	2023-2024 Chronic Absenteeism Rates 12.2% - All Students N/A% - African American N/A% - American Indian N/A% - Asian N/A% - Filipino 9.8% - Hispanic or Latino 16.1% - White 0.0% - Two or More Races N/A% - Declined to State N/A% - English Learners N/A% - Long Term English Learners (LTELs) N/A% - Foster Youth N/A% - Homeless	2024-2025 Chronic Absenteeism Rates 5.6% - All Students N/A% - African American N/A% - American Indian N/A% - Asian N/A% - Filipino 6.8% - Hispanic or Latino 5.3% - White 0.0% - Two or More Races N/A% - Declined to State N/A% - English Learners N/A% - Long Term English Learners (LTELs) N/A% - Foster Youth N/A% - Homeless	7% or lower schoolwide and for each subgroup	All Students: - 8.9% Hispanic or Latino: - 4.5% White: - 14.1% Two or More Races: + 11.1% English Learners: N/A Socioeconomically Disadvantaged: + 9.2% Students with Disabilities: + 10.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			17.8% - Socioeconomically Disadvantaged 16.7% - Students with Disabilities	3.6% - Socioeconomically Disadvantaged 15.0% - Students with Disabilities Chronic Absenteeism Rates to this point in the 2025-2026 school year (April 8, 2026): 12.00% - All Students 10.00% - English Learners 8.30% - Long Term English Learners 0.00% - Foster Youth 25.00% - Homeless 16.20% - Socioeconomically Disadvantaged 20.00% - Students with Disabilities		
2.3	Middle School Dropout Rates	0% in 2022-2023	0% in 2023-2024 No junior high school dropouts to date in 2024-2025	0% in 2024-2025 No junior high school dropouts to date in 2025-2026	0%	No change
2.4	Pupil Suspension Rates	2022-2023 Suspension Rates (reported on California School Dashboard*)	2023-2024 Suspension Rates 2.4% - All Students	2024-2025 Suspension Rates 1.9% - All Students	1.5% or lower schoolwide and for each subgroup	All Students: -1.0% African American: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2.9% - All Students 0.0% - African American 0.0% - Asian 0.0% - Filipino 4.2% - Hispanic 2.1% - White 2.6% - Two or More Races 0.0% - English Learners 0.0% - Long Term English Learners (LTELs) 3.6% - Socioeconomically Disadvantaged 4.2% - Students with Disabilities 0.0% - Grades TK-3 *Groups not reported have less than 11 students and data is not displayed for privacy	0.0% - African American N/A% - American Indian 0.0% - Asian 0.0% - Filipino 2.8% - Hispanic or Latino 2.3% - White 1.2% - Two or More Races N/A% - Declined to State 0.0% - English Learners 0.0% - Long-Term English Learners (LTELs) N/A% - Foster Youth N/A% - Homeless 3.5% - Socioeconomically Disadvantaged 2.5% - Students with Disabilities 0.0% - Grades TK-3	0.0% - African American N/A% - American Indian N/A% - Asian 0.0% - Filipino 1.9% - Hispanic or Latino 1.3% - White 5.6% - Two or More Races N/A% - Declined to State 0.0% - English Learners N/A% - Long-Term English Learners (LTELs) N/A% - Foster Youth 0.0% - Homeless 1.5% - Socioeconomically Disadvantaged 6.0% - Students with Disabilities 0.0% - Grades TK-3 Suspension Rates to this point in the 2025-2026 school year (April 8, 2026): 2.4% - All Students 0.0% - African American		Asian: No change Filipino: No change Hispanic: - 2.3% White: - 0.8% Two or More Races: + 3.0% English Learners: No change Long Term English Learners (LTELs): N/A Socioeconomically Disadvantaged: - 2.1% Students with Disabilities: + 1.8% Grades TK-3: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				0.0% - American Indian or Alaskan Native 0.0% - Asian 10.0% - Filipino 3.0% - Hispanic or Latino 0.0% - Pacific Islander 2.3% - White 0.0% - Two or More Races 0.0% - Declined to State 5.0% - English Learners 8.3% - Long Term English Learners (LTELs) 2.8% - Socioeconomically Disadvantaged 0.0% - Foster Youth 0.0% - Homeless 5.6% - Students with Disabilities 0.0% - Grades TK-3		
2.5	Pupil Expulsion Rates	0% in 2022-2023	0% in 2023-2024	0% in 2024-2025 No expulsions to date in 2025-2026	0%	No change
2.6	California Healthy Kids Survey	Responses to student survey items from Fall 2023:	Responses to student survey items from January 2025:	Responses to student survey items from January 2026:	90% of Grade 7, Grade 9, and Grade 11 students reporting on the	Secondary survey: "How safe do you feel when you are at school?

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Secondary survey: "How safe do you feel when you are at school? • Grade 7: 53% feel very safe or safe • Grade 9: 71% feel very safe or safe • Grade 11: 69% feel very safe or safe	Secondary survey: "How safe do you feel when you are at school? • Grade 7: 58% feel very safe or safe • Grade 9: 74% feel very safe or safe • Grade 11: 81% feel very safe or safe	Secondary survey: "How safe do you feel when you are at school? • Grade 7: NA% feel very safe or safe • Grade 9: 79% feel very safe or safe • Grade 11: 80% feel very safe or safe	California Healthy Kids Survey that they feel safe at school	• Grade 7: N/A • Grade 9: + 8% feel very safe or safe • Grade 11: + 11% feel very safe or safe

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Descriptions of overall implementation of planned actions:

2.1 Multi Tiered System of Support (MTSS) Plan for Behavior
While severe student behaviors still occur, their frequency has declined relative to the past two school years. All schools have are holding regular MTSS meetings to analyze behavior data and talk through behavioral situations. The district CARES (Comprehensive Alignment of Resources and Educational Supports) continues to meet to provide a structured response to staff-referred students exhibiting the highest levels of concerning behaviors, with the goal to ensure these students receive targeted interventions and resources. Partners for the CARES team include Santa Barbara County Behavioral Wellness and the Santa Barbara County Sheriff's Department. All counselors, psychologists, and site administrators were trained in the CSTAG (Comprehensive School Threat Assessment Guidelines) threat assessment.

2.2 Behavioral Supports for Identified Students
The district currently has three Board Certified Behavior Analysts (BCBAs) and six behavior aides (each elementary site has a full-time behavior aide). For 2025-2026 the district added one psychologist and one psychologist intern so every elementary site had a full-time psychologist available to support students. This has been important in addressing behaviors, because the most significant behavioral needs

have been at the elementary level. Additionally, this has allowed the psychologist and counselor assigned to a site to collaborate more closely around student needs. The district also has added instructional assistants to meet student behavioral needs as dictated by Individualized Education Programs (IEPs). As mentioned earlier, severe behaviors still occur, but not at the frequency of the past two school years.

2.3 Attendance Incentives and Accountability
Student attendance has been a priority for the district this year. School staff have been utilizing the new Attendance Plus component of Parent Square (see narrative for LCAP Action 4.1) to see attendance trends and needs on the Attendance Plus dashboard and to have individualized communication with parents/guardians about student attendance. Additionally, the district gathered school vice-principals into an attendance work group charged with trying new strategies to boost attendance, with the goal of a 96% districtwide student attendance rate. Strategies in use include numerous attendance incentives and increased transparency around attendance. Some schools have sandwich boards or signs that display the 96% attendance goal along with the previous day's attendance rate. The efforts appear to be working as overall district attendance for 2025-2026 is improved from the previous school year. Meanwhile, the district has continued its cadence for tracking attendance data and attendance accountability, including truancy notifications, notifications of excessive absenteeism, and notifications of excessive tardiness. The County District Attorney's decision to pull away from prosecution for truancy and involvement in the local School Attendance Review Board (SARB) has meant that SARB referrals for students in grades K-8 have focused on collaborative problem solving, including connecting families to district and community resources (high school students no longer may be referred to SARB).

2.4 Expanded Learning Opportunities Program (ELO-P) Enrichment Programming
ELO-P continues to be an important offering for unduplicated students. Targeted E/LA and math instruction was offered after school across the district, serving 268 students in grades K-8 four days a week for one hour each day. A total of 25 teachers led classes. Participating schools and grade levels included Patterson Road, grades K, 3, 4, 5, and 6; this is where OAK-8 students had the opportunity to participate. Note that more grade levels could be covered if more teachers could be recruited to participate; this is something to work on for 2026-2027. Another improvement area is having more continuity between during-school and afterschool intervention efforts; this will be addressed by the new position of coordinator of academic intervention and enrichment coming online in 2026-2027.

2.5 Inclusive Practices and Universal Design for Learning (UDL)
While only limited professional development in UDL was offered this school year, we have seen a growing recognition by teachers that students need to have multiple ways to access content and to show that they have learned it. Student choice -- i.e., multiple assignment options, choosing the format of a final project, etc. -- has purchase in classroom learning around the district. This said, it will be helpful to make UDL a part of professional development offerings in 2026-2027.

2.6 Special Education Program Specialist
The program specialist has continued to oversee implementation of the district's MTSS plan for behavior (see narrative for Action 2.1) and be integrally involved in the expansion of inclusive practices and UDL (see narrative for Action 2.6).

2.7 Special Education Teacher on Special Assignment (TOSA)

Reviews on the district's Special Education TOSA continue to be very positive. She is providing substantial support to Special Education and general education teachers around inclusive practices and support for students with disabilities. Secondary Special Education teachers have shared they would appreciate more support from the TOSA.

2.8 Counseling Support
Input from educational partners strongly supports the move for 2025-2026 to expand school counseling services so each elementary site would have a full-time counselor. Counselors have continued to provide individual and small-group counseling for students but also have initiated or participated in numerous preventive measures that have included skills training for students, structured play at recess, classroom presentations on social/emotional and mental health topics, support for the site's PBIS program, and school events around mental wellness. One elementary principal summed it up well: "I don't know how we managed before without full-time counselors."

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Following are explanations for items in which there is a difference between budgeted LCAP expenditures and estimated actual expenditures:

- 2.3 Attendance Incentives and Accountability, no expenses, $7,000 less than budgeted. Neither OA site incurred expenditures for attendance incentives.
- 2.5 Inclusive Practices and Universal Design for Learning (UDL), no expenses, $5,000 less than budgeted. Planned trainings for UDL did not occur due to other priorities for PD.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Analysis on effectiveness of LCAP actions for Goal 2:

Suspension rates have declined from 2.9% in 2022-2023 to 1.9% in 2024-2025. Two subgroups saw an increase in suspension rates: Two or More Races (up 3.0% from 2022-2023) and students with disabilities (up 1.8%). We rate the following actions as effective, with the need for continued focus and collaboration around restorative practice in the years to come:

- 2.1 Multi Tiered System of Support (MTSS) Plan for Behavior
- 2.2 Behavioral Supports for Identified Students
- 2.6 Special Education Program Specialist
- 2.8 Counseling Support

Overall attendance has increased from 93.86% in 2022-2023 to 94.78% in 2024-2025. Chronic absenteeism has decreased substantially, with the 2024-2025 schoolwide rate 8.9% lower than it was in 2022-2023. That said, three subgroups have seen chronic absenteeism rise from 2022-2023: low-income students (up 9.2%), students with disabilities (up 10.7%), and Two or More Races (up 11.1%). We are making progress, and consider the following action effective, but know that more work needs to be done in this area moving forward:

- 2.3 Attendance Incentives and Accountability

CAASPP proficiency data shows growth in both English/language arts and mathematics. OA schoolwide has seen its percentage of students meeting/exceeding standard increase by 19.76% in E/LA between 2023 and 2025, by 9.39% in math. The two statistically significant subgroups also have made growth in both areas: low-income students by 23.77% in E/LA and by 10.27% in math, and students with

disabilities by 11.63% in E/LA and by 1.9% in math. The following action has some impact on CAASPP outcomes, and we would rate it as emerging, with more work to be done moving forward:

- 2.4 Expanded Learning Opportunities Program (ELO-P) Enrichment Programming

CAASPP proficiency data shows progress for students with disabilities: an 11.63% increase in proficiency (to 25.92% meeting/exceeding standard) in CAASPP E/LA testing from 2023 to 2025 and a 1.9% increase in proficiency (to 14.82% meeting/exceeding standard) in CAASPP math testing. Educational partners have stated that more progress needs to be made with UDL implementation, and we agree. We consider the following action somewhat effective:

- 2.5 Inclusive Practices and Universal Design for Learning (UDL)

Meantime, we have received strong input from educational partners validating the support to Special Education teachers provided via the following action and consider it effective:

- 2.7 Special Education Teacher on Special Assignment (TOSA)

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

Under this goal, we are expanding two actions and introducing one based on review and analysis of how 2025-2026 has gone::

- We are expanding Action 2.9 Counseling Support to preserve the community navigator program at OAHS through the end of the 2026-2027 school year. Provided for free by the Santa Barbara County Education Office due to a Mental Health Student Services Act (MHSSA) grant, a community navigator currently provides two days per week of service at OAHS. The navigator connects families of students with acute mental health needs to community-based care -- a service sorely needed in a time when many counselors have full caseloads. She also runs skill-building groups focused on skills such as managing stress, being organized for school, time management, etc. The MHSSA grant runs out in December 2026, but LCAP funding will enable us to continue these services through the end of 2026-2027.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Multi Tiered System of Support (MTSS) Plan for Behavior	Teachers and administrators will implement the district's new MTSS plan for behavior. Initiated by a Special Education program specialist with expertise in behavior, the plan includes the following: • Behavior and social/emotional learning components that need to be seen in all classrooms and schools (Tier 1); these include school implementation of the Positive Behavioral Interventions	$6,220.96	Yes

Action #	Title	Description	Total Funds	Contributing
		and Supports (PBIS) system and the SEE Learning social/emotional curriculum (see narrative for Action 1.10) • Strategies, an intervention matching form, and intervention fidelity checks for students identified as at risk (Tier 2) • More intensive mental health and/or behavioral supports for students with significant needs (Tier 3) • Threat assessments learned by a district team that attended the National Association for Behavioral Intervention and Threat Assessment (NABITA) Conference in November 2023 The plan will be regularly reviewed by the district Core Management Team and school leadership teams.		
2.2	Behavioral Supports for Identified Students	The district will continue to make available behavioral support for students as needed from Board Certified Behavior Analysts (BCBAs) and instructional assistants trained as Registered Behavior Technicians (RBTs).	$130,064.81	Yes
2.3	Attendance Incentives and Accountability	With the direction and support of the district Educational Services Department, OAK-8 and OAHS will continue to regularly collect and review attendance data with a focus on unduplicated students. School administrators will provide incentives and/or accountability measures (letters to parents, truancy process, and/or referrals to the School Attendance Review Board) as needed to increase student attendance. The district will initiate attendance awareness campaigns that communicate the importance of attendance for student learning. School administrators and school leadership teams will regularly review and analyze attendance data (with a focus on unduplicated students) and plan best next steps.	$7,000.00	Yes
2.4	Expanded Learning Opportunities Program (ELO-P) Enrichment Programming	Free childcare to unduplicated students in grades TK-6 will continue to be available via the district's Campus Connection Childcare Program in alignment with the state's Expanded Learning Opportunities Program (ELO-P) initiative. The district will continue to provide academic support, academic enrichment, and other enrichment offerings during the program. The ELO-P summer program will offer academic support and enrichment.	$59,923.18	No

Action #	Title	Description	Total Funds	Contributing
		A certificated administrator will be assigned to oversee ELO-P academic enrichment programming.		
2.5	Inclusive Practices and Universal Design for Learning (UDL)	The district will continue to expand inclusive practices for all students. This will include more access for students with disabilities to grade-level standards-based curriculum, more collaboration between general education and Special Education teachers (including opportunities for Special Education teachers to provide support to general education students), and implementation of Universal Design for Learning (UDL). Progress with inclusive practices and UDL will be regularly reviewed by the Core Management Team and school leadership teams. Training for teachers in UDL will be provided in 2024-2025 and in succeeding years. This action is integral to the district's Differentiated Assistance work to improve outcomes for students with disabilities.	$5,000.00	
2.6	Special Education Program Specialist	The program specialist will focus on the district's MTSS plans to focus on the academic, behavioral, and social/emotional needs of students, with a focus on unduplicated students. The program specialist will oversee implementation of the district's MTSS plan for behavior (see narrative for Action 2.1) and be integrally involved in the expansion of inclusive practices and UDL (see narrative for Action 2.5).	$0.00	
2.7	Special Education Teacher on Special Assignment (TOSA)	This position will support Special Education teachers in implementation of inclusive practices, UDL, and the MTSS plan for behavior. The Special Education TOSA will check in regularly with Special Education teachers to assess and respond to student needs. Special monitoring and attention will be invested in students with disabilities who also are unduplicated students.	$0.00	
2.8	Counseling Support	OA will continue counseling services for students to be provided by credentialed school counselors. Services will include individual and small-group support with social/emotional needs and, as possible, classroom	$278,789.78	Yes

Action #	Title	Description	Total Funds	Contributing
		lessons on pertinent topics such as self-regulation, peaceful conflict resolution, and anger management. OAHS counselors will include guidance on course scheduling and postsecondary plans, college awareness and exploration activities, monitoring of student progress toward graduation and UC A-G requirements, and other support. Counselors will prioritize unduplicated students in their services.		
2.9				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The Orcutt Union School District will be deeply linked to partners and resources in the community that champion positive outcomes for students and families, from pre-kindergarten to high school and adulthood.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This is Goal No. 3 in the Orcutt Union School District's strategic plan. In input for the strategic plan, the district's educational partners emphasized the primacy of collaborating with organizations, businesses, high education, other schools and education agencies, and other community resources around supports and opportunities for students and families on and off campus. Operationally, this goal is about these partnerships, and the district recognizes that as student and family needs change from year to year, these partnerships may need to change as well.

Associated with Goal No. 3 in the strategic plan are the following strategic opportunities:

Strategic Opportunities and 2029 Objectives:
- Community Partnership: Establish community connections to support student enrichment and career readiness.
- Community Partnership: Improve student and family access to community resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of School Showcase Events for Community	3 in 2023-2024 Spartan Showcase for OAHS, Open House for	3 so far in 2024-2025	2 so far in 2025-2026	6 per school year	- 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		OAK-8, OAHS Gym Grand Opening	10/18/24 - OUSD/YMCA Swimming/Aquatic Safety Showcase 3/6/25 - Visit by CSBA President Dr. Bettye Lusk to OUSD, including OAHS 3/21/25 - OAHS/Allan Hancock College Early College Showcase	1/23/26 - OUSD Visual and Performing Arts Showcase 3/13/26 - OUSD SEE Learning Showcase		
3.2	Number of Substantial** Community Partners **"Substantial" community partner defined as a business, organization, institution, or nonprofit that provides substantial volunteer, funding, and/or in-kind support to the school, district, or a district initiative.	16 in 2023-2024 Allan Hancock Community College California Army National Guard Fighting Back Santa Maria Valley Los Alamos Theatre Group Los Alamos Valley Men's Club OAHS Athletic Boosters Orcutt Area Seniors in Service (OASIS) Orcutt Children's Arts Foundation Santa Barbara County Behavioral Wellness Santa Barbara County Education Office	19 in 2024-2025 Allan Hancock Community College California Army National Guard Fighting Back Santa Maria Valley Los Alamos Theatre Group Los Alamos Valley Men's Club OAHS Athletic Boosters Orcutt Area Seniors in Service (OASIS) Orcutt Children's Arts Foundation	Counting 25 so far in 2025-2026 Allan Hancock Community College California Army National Guard Casa Pacifica Creciendo Raices Job Development Program Fighting Back Santa Maria Valley First 5 Santa Barbara County Future Smiles of Santa Barbara County Los Alamos Theatre Group	25	+ 9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Santa Barbara County Sheriff's Department Santa Maria Valley YMCA Space STEM Program, U.S. Space Force Spartatroniks Foundation STARBASE at Vandenberg Space Force Base Supporting Orcutt Academy's Academic Resources (SOAAR) Foundation	Santa Barbara County Behavioral Wellness Santa Barbara County District Attorney's Department Santa Barbara County Education Office Santa Barbara County Sheriff's Department Santa Maria Public Library Santa Maria Valley YMCA SpaceX Spartatroniks Foundation STARBASE at Vandenberg Space Force Base Supporting Orcutt Academy's Academic Resources (SOAAR) Foundation Taft Community College	Los Alamos Valley Men's Club Northern Santa Barbara County United Way OAHS Athletic Boosters Orcutt Area Seniors in Service (OASIS) Orcutt Children's Arts Foundation Santa Barbara County Behavioral Wellness Santa Barbara County District Attorney's Department Santa Barbara County Education Office Santa Barbara County Sheriff's Department Santa Maria Philharmonic Society Santa Maria Public Library Santa Maria Valley YMCA Spartatroniks Foundation STARBASE at Vandenberg Space Force Base		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Superior Court of California, County of Santa Barbara Supporting Orcutt Academy's Academic Resources (SOAAR) Foundation Taft Community College		

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Descriptions of overall implementation of planned actions:

3.1 Community Outreach Efforts
The district continues be engaged in its community and to invite community engagement in its schools and initiatives. Special events showcasing the district's visual and performing arts offerings and its SEE Learning social/emotional learning curriculum brought community and parent leaders onto OUSD campuses to see students and teachers in action. The Management Team continued to visit sites in the community that show programs, services, or industries relevant to the district's students and families; as examples, the team visited Marian Regional Medical Center in October and the Santa Barbara County Animal Services Orcutt facility in May. The Management Team also scheduled presentations on issues pertinent to the community; examples included updates on immigration enforcement and commercial sexual exploitation of youth. The district also is involved in community events. The superintendent presents at the annual State of Education event organized by the Santa Maria Valley Chamber of Commerce, and the district is part of planning for and will participate in "America 250" festivities in Santa Maria in July. Finally, the district has continued to serve as a positive catalyst for other schools and school systems in the Santa Maria Valley. Students from Orcutt Academy High School's Robotics Team hosted a Lego League robotics competition for local schools in November. The North County Math Super Bowl, which is hosted by the district for local students in grades 4-6, attracted 17 schools for a morning-long math competition in March. In March a district team launched the Quiet Hero Awards, a recognition intended for local students who carry heavy burdens, handle extra responsibility at home, and/or show courage, grit, and heroism in any other way. The ceremony hailed "quiet heroes" from our district as well as our neighboring Blochman, Santa Maria-Bonita, and Santa Maria Joint Union High School districts.

3.2 Student Support from Community Partners

Orcutt Academy and the district continue to accrue community partners that make substantial contributions (volunteer, funding, and/or in-kind support) to the district or district initiatives. Among their newer partners are Superior Court Judge Karen O'Neil, who gave a talk at OAHS (organized by the SOAAR Foundation) and then hosted OAHS students at the local court complex for mock trials; the county's Creciendo Raices job development program, which provided a tri-lingual (English, Spanish, and Mixteco) intern to assist community liaisons with translation and service for families; Future Smiles of Santa Barbara County, which worked with the district's Health Services team to provide fluoride rinse treatments and dental hygiene education to TK and K students at OAK-8 and Olga Reed School in Los Alamos. Also worthy of mention is Every 15 Minutes, a powerful, immersive program organized at OAHS April 16-17 by Fighting Back Santa Maria Valley and the California Highway Patrol. The program included a simulated accident caused by drunk driving and a simulated funeral service -- all done to get students thinking about drinking, driving, and the responsibility of making good decisions about their own safety and the safety of others.

3.3 Student Enrichment Opportunities in Community
The district and school continued enrichment activities begun in previous years. The fourth-grade swim/aquatic safety program done at the Santa Maria Valley YMCA continues to be well received, as has the STARBASE program for fifth graders at Vandenberg Space Force Base. The local junior high school soccer league has gained a solid foothold in our district. A combined Orcutt Academy K-8/Olga Reed entry from Los Alamos has participated in both girls' and boys' competition and won its share of games. Students are appreciating the opportunity to be in a springtime sport.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Following are explanations for items in which there is a difference between budgeted LCAP expenditures and estimated actual expenditures:

- 3.3 Student Enrichment Opportunities in Community, $11,552.84, $48,208.76 less than budgeted. Expenses for a number of enrichment opportunities have been defrayed or provided pro bono by community partners.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Analysis on effectiveness of LCAP actions for Goal 3:

The district showcase events have numbered three in 2024-2025 and two in 2025-2026. The district has set a target for four showcase events per year; nevertheless, the events that have taken place have been well attended and well received, and we rate the following action as effective:

- 3.1 Community Outreach Efforts

The number of substantial community partners has risen dramatically in the past three years, from 16 in 2023-2024 to 25 so far in 2025-2026. We rate the following actions as highly effective:

- 3.2 Student Support from Community Partners
- 3.3 Student Enrichment Opportunities in Community

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

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Outreach Efforts	The school and district will continue to invite members of the community to "showcase" events that highlight successful programs and practices at OA. The district also will continue to have its Management Team visit locations in the community that provide insight into industries, services, and programming available to OUSD students and families.	$1,000.00	Yes
3.2	Student Support from Community Partners	The district will continue to work with community partners who afford needed support and services to unduplicated students, students with disabilities, and all other students. The Orcutt Children's Arts Foundation gives vital funding to the district's efforts with arts education. The Santa Barbara County Education Office's Transitional Youth Services Program supports foster youth and students experiencing homelessness, and SBCEO also has arranged to station at the district's secondary sites community navigators who help steer the families of students with significant mental health needs to community-based care. Fighting Back Santa Maria Valley is another valuable partner, working with the district on drug/tobacco use prevention, parent education, and more. The California Army National Guard provided DARE instruction for sixth graders for the past three years and will continue in 2026-2027. All of these programs and services contribute to improved outcomes for unduplicated students and students with disabilities with regard to increasing attendance, reducing suspensions, promoting mental health and wellness, and more.		No
3.3	Student Enrichment Opportunities in Community	OA will continue to support enrichment activities for students that provide new experiences, teach new skills, and contribute to social/emotional health. As possible, these activities also can incorporate creativity, critical	$41,159.80	Yes

Action #	Title	Description	Total Funds	Contributing
		thinking, collaboration, and communication. Activities to be planned in 2026-2027 include the district's swim lesson program for fourth graders, makerspace activities based in school libraries, Battle of the Books, the North Santa Barbara County Math Super Bowl, participation by OAK-8 in STARBASE at Vandenberg Space Force Base, and field trips. These experiences are important for all students, but especially important for unduplicated students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Serving as a cornerstone of the greater Orcutt community for generations, Orcutt schools will be a place where each family experiences equity and a sense of belonging and pride in their school.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This is Goal No. 4 in the Orcutt Union School District's strategic plan. The equity and sense of belonging every family is entitled to experience at their child's school should translate into more parent engagement in their child's education and school. Operationally, this goal is about the district's efforts to partner with parents and families and increase parent engagement and participation.

Associated with Goal No. 4 in the strategic plan are the following strategic opportunities and priorities:

Strategic Opportunities and 2029 Outcomes:

- Parent and Family Outreach, Engagement, and Support: Increase parent participation in schools and engagement in their child’s education.
- Inclusive Practices: Continue to build a strong sense of community across the District where everyone feels welcome, safe, and valued.
- Inclusive Practices: Ensure that inclusive practices, including Universal Design for Learning, are clearly evident across all school settings.

Immediate Strategic Plan Priorities:

- Parent and Family Outreach, Engagement, and Support: Charge each school with developing a focus and strategy to improve parent participation in the school and in their children’s education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Survey on School-Home Communication	School Communication Level (Spring 2024 Parent Survey) 51.35% - Excellent 35.14% - Good 9.46% - Fair 4.05% - Poor 86.49% of respondents rate school-home communication as "excellent" or "good"	School Communication Level (Spring 2025 Parent Survey) 48.72% - Excellent 35.90% - Good 10.26% - Fair 5.13% - Poor 84.62% of respondents rate school-home communication as "excellent" or "good"	School Communication Level (Spring 2026 Parent Survey) 39.71% - Excellent 42.65% - Good 16.18% - Fair 1.47% - Poor 82.36% of respondents rate school-home communication as "excellent" or "good"	90% of parent survey respondents rate school-home communication as "excellent" or "good"	- 4.13%
4.2	Parent Survey on Parent Involvement	Parent Involvement Level (Spring 2024 Parent Survey) 15.15% - Extremely involved 33.33% - Very involved 40.91% - Somewhat involved 10.61% - Not involved 89.39% of parents extremely, very, or somewhat involved in their child's school	Parent Involvement Level (Spring 2025 Parent Survey) 12.82% - Extremely involved 30.77% - Very involved 46.15% - Somewhat involved 10.26% - Not involved 89.74% of parents extremely, very, or somewhat involved in their child's school	Parent Involvement Level (Spring 2026 Parent Survey) 4.69% - Extremely involved 31.25% - Very involved 51.56% - Somewhat involved 12.50% - Not involved 87.50% of parents extremely, very, or somewhat involved in their child's school	100% of parent survey respondents rate themselves extremely, very, or somewhat involved in their child's school	- 1.89%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Annual School Survey on School Culture	Responses to two parent survey items from Fall 2023: "Parents feel welcome to be involved in the school." • OAK-8: 76% of respondents indicate "agree" or "strongly agree" • OAHS: 84% of respondents indicate "agree" or "strongly agree" "If I have a problem or concern, I have someone at school I can talk to." • OAK-8: 76% of respondents indicate "agree" or "strongly agree" • OAHS: 85% of respondents indicate "agree" or "strongly agree"	Due to changes in the School Plan for Student Achievement process, neither OAHS nor OAK-8 gave a parent survey in Fall 2024.	Neither OAHS nor OAK-8 gave a parent survey in Fall 2025.	On annual school survey on school culture, both schools have 85% of respondents indicating "agree" or "strongly agree" on the following statements: "Parents feel welcome to be involved in the school." "If I have a problem or concern, I have someone at school I can talk to."	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Number of District- and School-Initiated Parent/Family Education Events	2 in 2023-2024 (one Family Math Night utilizing Julia Robinson Math Festival materials at OAK-8 and a 2/28/24 Special Education parent night on Alternative and Augmentative Communication)	11 in 2024-2025 (7 parent education nights, 1 DARE community event, 2 SOAAR speaker events, and 1 Julia Robinson Math Festival event)	8 so far in 2025-2026 (4 parent education nights, 1 school safety presentation for parents, 1 SOAAR speaker event, 1 Julia Robinson Math Festival event, and 1 TK parent information night)	5 or more per school year	+ 6

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Descriptions of overall implementation of planned actions:

4.1 School-Home Communication Platform
Parent Square remains a vital school-home communication platform. Its new Attendance Plus feature has been a hit with school administrators and office staff, as it allows them to see attendance trends and needs on the Attendance Plus dashboard and to have individualized communication with parents/guardians about student attendance. Both OAHS and OAK-8 send regular school newsletters out via Parent Square.

4.2 Improved Marketing and Accessibility of District for Parent and Community Engagement
The district has invested time and effort this school year into improving its accessibility for parent and community engagement. The district website (https://www.orcuttschools.net/) has been continually improved throughout the year, with new features being developed by multiple staff. The district's Facebook social media page provides regular post on school and district activities and continues to gain followers (numbering 2,929 as of May 2026). The district's new logo and tagline have been imprinted on the district website, in facilities, on district vehicles, and on sportswear and swag, so they are making a visual impact. A video production unit has been formed with the goal of producing videos for the website and live-streaming some district events. An initial live-streaming venture at the Orcutt Academy High School graduation in June 2025 was well received, and the team live-streamed an OAHS Theatre Arts performance of "The Sound of Murder" in May 2026.

4.3 Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families

Community liaisons continue to be a vital part of the team supporting non- and limited-English-speaking families at each school. Supporting the expanding population of Mixteco-speaking students and families became a priority when the district's previous Mixteco interpreter departed early in the school year. The district has worked with the Creciendo Raices program to get a trilingual intern who has helped with this; the district also brought on a new Mixteco-speaking liaison in May.

4.4 Support for Foster/Homeless Families
The district's foster/homeless liaison and community liaisons have been providing support to families of foster youth and students experiencing homelessness. This year, an administrator assigned to oversee foster/homeless support was especially effective in working directly with families of homeless students, foster care providers, and Short-Term Residential Therapeutic Program (STRTP) facilities for foster youth in connecting students with community and educational resources. She fully participated in the Transitional Youth Services Program of the Santa Barbara County Education Office to access information on best practices for these subgroups, community resources, and more. She did a round of staff presentations on serving foster/homeless youth, and these were well received.

4.5 Parent/Family Education Events
OA and the district are responsible for eight family events so far in 2025-2026. The district has organized a Julia Robinson Math Festival family event at each elementary campus, including one in Los Alamos; a school safety presentation for OAHS and OAK-8; an appearance; four parent education nights; and one information night for parents of incoming transitional kindergarten students. Of note are two parent education nights on healthy eating and healthy cooking in which OUSD Nutrition Coordinator Dmitriy Tsoy served up samples of such delectable dishes as roasted beet salad, chicken & bean chili with seasonal greens, and sweet potato chips; and a presentation on online safety and human trafficking by California Highway Patrol Officer Maria Barriga that has been well attended by parents. The SOAAR Foundation also organized a speaker event at OAHS that featured Superior Court Judge Karen O'Neil for a discussion of leadership, the law, and the court system.

4.6 California Community Schools Partnership Program (CCSPP)
This action is not being implemented. Despite its best efforts the district has not been successful in recruiting a social worker to implement plan for a community school. The district has returned CCSPP Planning Grant funding to the state.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Following are explanations for items in which there is a difference between budgeted LCAP expenditures and estimated actual expenditures:

- 4.2 Improved Marketing and Accessibility of District and School for Parents and Community Engagement, $31,882.48, $26,882.48 more than budgeted. The district has invested in Studio OA, a live-streaming/video production unit capitalizing on OAHS students and serving both the school and district. Equipment and materials for the unit have come in more than budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Analysis on effectiveness of LCAP actions for Goal 4:

Parent survey results on school-home communication have 84.62% of parent respondents in 2025 and 82.36% of parent respondents in

2026 rating school-home communication as "excellent" or "good" and this percentage has grown over time. Accordingly, we rate the following actions as effective:

- 4.1 School-Home Communication Platform
- 4.2 Improved Marketing and Accessibility of District for Parent and Community Engagement

Parent survey results on parent involvement have 89.74% of parent respondents in 2025 and 87.50% of parent respondents in 2026 rating themselves extremely, very, or somewhat involved in their child's school. Accordingly, we rate the following action as effective:

- 4.3 Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families

Districtwide, chronic absenteeism rates for foster youth have been 22.7% in 2023-2024 and 31.6% in 2024-2025. Chronic absenteeism rates for students experiencing homelessness districtwide have been 20.5% in 2023-2024 and 24.7% in 2024-2025. (OA does not have enough foster youth and students experiencing homelessness for them to be statistically significant subgroups.) We regard these rates as too high, rate the following action as ineffective, and believe it needs to be reshaped moving forward:

- 4.4 Support for Foster/Homeless Families

The number of parent/family education events has steadily increased from two in 2023-2024 to a total of eight so far in 2025-2026. We rate the following action as effective and have ideas for parent education/information topics targeting parents of unduplicated pupils in 2026-2027:

- 4.5 Parent/Family Education Events

Action 4.6 California Community Schools Partnership Program (CCSPP) has not been implemented.

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

Based on review and analysis of how 2025-2026 has gone, the district is electing to expand one action:

- Action 4.3 Community Liaison and Interpreter Support. Additional community liaisons will be added to (1) serve Mixteco-speaking families and (2) focus on support for foster youth and students experiencing homelessness. Recent years have seen an increase in the Mixteco-speaking population in the district to the point where the district serves over 60 students from Mixtec families. A liaison focused on serving these families will be an important support to both students and parents. Additionally, a liaison focused on supporting foster/homeless youth is needed. Significant strides in foster/homeless service were made in 2025-2026, and this position can build on this.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	School-Home Communication Platform	The Parent Square school-home communication platform has proven indispensable for both educators and parents. The platform's ability to communicate in a format (email, text, or voicemail) and language chosen by parent/guardian has dramatically improved the amount and quality of information conveyed between schools and families. In 2026-2027 the district will continue to utilize Parent Square's Attendance Plus Program for ongoing and specifically targeted communication, encouragement, and accountability for families of students with attendance challenges. Attendance Plus integrates with the Aeries student information system to identify at-risk students through daily attendance analysis, enabling immediate, tier-driven family outreach and intervention tracking.	$10,000.00	Yes
4.2	Improved Marketing and Accessibility of District and School for Parent and Community Engagement	Now that it has a new strategic plan, the district would like to communicate its values, mission, and brand identity more effectively with parents and community. Specific efforts associated with this action include holding more "showcase" events to highlight district programs and offerings, creating videos that highlight district programs from a lens of what parents need to know, publishing a "family guide to the district" that parents receive at the outset of each school year, updating the district website, and refreshing the district's logo (the district has had the same logo for nearly 30 years). Additionally, OA would like to continue to build its brand through advertising and other community relations efforts.	$5,000.00	No
4.3	Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families	Community liaisons and interpreters provide a critical service for non- and limited-English-speaking families. In 2023-2024 the district added two liaisons so that each elementary site (including Los Alamos) has its own liaison and the three secondary sites (including OAHS) share a liaison. Additional on-campus availability has been worked into the liaison job description, and families have appreciated the expanded availability while the liaisons have become more visible with students. Also this past year, an interpreter was hired to help with the growing number of Mixtec families. In the coming year we want to have liaisons provide more support for families experiencing homelessness (approximately 90% of students experiencing homelessness also are English Learners) and do more to link families to pertinent community resources.	$51,436.41	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Support for Foster/Homeless Families	Support for foster youth and students experiencing homelessness comes from the Educational Services Department. The assistant superintendent of educational services functions as foster/homeless liaison and works with the Santa Barbara County Education Office Transitional Youth Services Program to stay apprised of community and regional resources for these families. Community liaisons also provide support; as noted in the narrative for Action 4.3, approximately 90% of students experiencing homelessness also are English Learners.	$5,000.00	Yes
4.5	Parent/Family Education Events	The district organizes its own parent/family events. For the past three school years, the TOSA team has organized a Julia Robinson Math Festival (https://jrmf.org/) event at each elementary site, and this will continue in 2026-2027 (these events engage students and parents in an assortment of fun math tasks and challenges). We will continue to offer parent events on school safety, and in the coming year we want to offer events that support parents, especially non- or limited-English-speaking parents, in use of the Aeries Parent Portal and Parent Square.	$1,000.00	Yes
4.6	California Community Schools Partnership Program (CCSPP)	This action was discontinued in 2025-2026. For reference, following is the original narrative for the action: Funded by a California Community Schools Partnership Program (CCSPP) Planning Grant, a social worker will be in place in 2024-2025 to serve students and families, with a focus on (1) Olga Reed School, the district school whose demographics made Orcutt eligible for the grant; and (2) unduplicated students and their families around the district. We recognize that families in Los Alamos and families of unduplicated students in Orcutt have difficulties accessing community-based programming, support, and care. The social worker can help with this.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	The Orcutt Union School District will be sought after by families due to its innovative approach to education, multiple pathways of learning, committed and highly competent District staff, and its caring, inclusive, and collaborative culture.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This is Goal No. 5 in the Orcutt Union School District's strategic plan. Student needs, learning styles, and postsecondary goals vary, and the district needs to offer multiple pathways of learning and provide professional development to teachers, administrators, and classified employees around these efforts. Operationally, this goal is about offering a range of educational options to students, Career and Technical Education (CTE) programming and pathways, professional development for staff, technology access for students, and school and district culture.

Associated with Goal No. 4 in the strategic plan are the following strategic opportunities and priorities:

Strategic Opportunities and 2029 Objectives:

- Future Ready: Identify practices, skills, and tools every student should possess to better prepare them for success in life.
- Staffing and Professional Development: Develop a system of employee onboarding, training, and continued education specific to job category.
- Culture: Ensure all those we serve experience a caring, inclusive, collaborative culture across the District.
- Enrollment and Attendance: Increase student enrollment and attendance.

Immediate Strategic Plan Priorities:

- Staffing and Professional Development: Develop training targeted to job classifications.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of OAHS students taking Career and Technical Education (CTE) courses	28.2% of OAHS students taking CTE courses in 2023-2024	38.16% of OAHS students taking CTE courses in 2024-2025	48.30% of OAHS students taking CTE courses in 2025-2026	50%	+ 10.14%
5.2	Spring Staff Professional Development Survey	Response of three employee groups in Spring 2024 survey about 2023-2024 professional development offerings: Teachers (115 responses, approximately 45% of teachers) - 82.60% effective or highly effective Classified employees (51 responses, approximately 20% of classified employees) - 80.39% effective or highly effective Administrators (15 responses, approximately 65% of administrators) - 100% effective or highly effective	Spring 2025 survey about 2024-2025 professional development offerings: Teachers (112 responses, approximately 40% of teachers) - 58.03% effective or highly effective Classified employees (59 responses, approximately 20% of classified employees) - 61.02% effective or highly effective Administrators (15 responses, approximately 65% of administrators) - 100% effective or highly effective	Spring 2026 survey about 2024-2025 professional development offerings: Teachers (99 responses, approximately 35% of teachers) - 76.77% effective or highly effective Classified employees (33 responses, approximately 10% of classified employees) - 57.57% effective or highly effective Administrators (10 responses, approximately 35% of administrators) - 100% effective or highly effective	90% or more of teachers, classified employees, and administrators (separate surveys) rate district PD offerings as effective or highly effective	Teachers: - 5.83% Classified employees: - 22.82% Administrators: No change
5.3	Principal SAMR Survey on Technology Integration (analysis of level of use of technology in classroom lessons)	The SAMR Survey was administered by school administrators in Spring 2024. Based on 133 classroom visits, results are as follows:	The SAMR Survey was administered by school administrators in Spring 2025. Based on 127	The SAMR Survey was administered by school administrators in Spring 2026. Based on 183	Evidence of transformational use of technology (Redefinition or Modification), 20%	Transformational use: + 13.18% Technology with "somewhat or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Technology use in the classroom was defined as Enhancement (Substitution, Augmentation) or Transformational (Modification, Redefinition)	1.53% Redefinition 12.21% Modification 45.04% Augmentation 18.32% Substitution (22.90% Technology not in use) 44.36% of teachers were using technology with a "somewhat or direct" connection to the lesson.	classroom visits, results are as follows: 0.00% Redefinition 12.10% Modification 36.29% Augmentation 28.23% Substitution (23.39% Technology not in use) 41.74% of teachers were using technology with a "somewhat or direct" connection to the lesson.	classroom visits, results are as follows: 8.79% Redefinition 18.13% Modification 31.87% Augmentation 21.43% Substitution (19.78% Technology not in use) 49.73% of teachers were using technology with a "somewhat or direct" connection to the lesson.	Technology with a "somewhat or direct" connection to the lesson, 60%	direct" connection to lesson: + 5.37%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Descriptions of overall implementation of planned actions:

5.1 Career and Technical Education (CTE) and Career Exploration Opportunities for Students
OAHS' ambitions for Career and Technical Education (CTE) have taken hold, as the school now has in place career pathways in the following industries: Information and Communication Technologies (Networking); Arts, Media, and Entertainment (Performing Arts); Education, Child Development, and Family Services (Child Development); and Health Science and Medical Technology (Patient Care). The percentage of students taking CTE courses, 48.30% in 2025-2026, validates this. Allan Hancock College brought in a well qualified instructor,

Roy Dugger, to teach a section of EMS 102 each semester. With EMS 102 offered in both 2024-2025 and 2025-2026, OAHS now has scores of students ready for a next step in this pathway.

5.2 Professional Development for Teachers, Administrators, and Classified Employees
The district has offered a robust menu of professional development to all staff, including administrators and classified employees. Highlights of the year to date:
a. The innovative AI Learning Summit for students and staff held at OAHS on September 19. Three AI/technology experts -- Dr. Sabba Quidwai (CEO of Designing Schools), Joe Marquez (teacher and California Department of Education AI work group member), and Katie McNamara (teacher librarian, program director, and college professor) -- gave presentations that allowed students, teachers, and administrators to learn about AI alongside each other.
b. Conference-style PD days on November 3 and March 23. Each day included trainings required for some staff as well as a choice of other topics. Publisher-provided training in the new TK-8 math curriculum was included in both days, as were workshops on restorative practices, AI integration, English Language Development, promoting positive behavior, and more. The afternoon of the March 23 day took a wellness theme, with workshops in topics such as yoga and jewelry making very well received by staff.
c. A site-based PD day on January 12 that included a half-day virtual training in trauma-informed practice by Dr. Robert Macy and Frank Grijalva of the International Trauma Center and a half-day of site work on the district's Portrait of a Learner project.
d. Ongoing PD offerings in technology integration, including several afterschool sessions and the opportunity for teachers to participate in a district AI leadership group.
e. Training in the CSTAG threat assessment for school administrators, psychologists, and counselors.
f. PD for the Core Management Team in Nonviolent Crisis Prevention Intervention, Portrait of a Learner, trauma-informed practice, restorative practices with Santa Barbara-based expert Lizzie Rodriguez, and multiple sessions with AI expert Dr. Sabba Quidwai (CEO of Designing Schools) to identify and develop Gemini AI "gems" that support the work of district and school administrators.
This being said, classified employees have indicated they have a need for more training and PD relevant to their positions; this is a growth area for 2026-2027.

5.3 Continuing and Expanding Independent Study and Online Options for Learning
The OAHS Virtual Learning Academy has been successful in providing home study and blended learning options for students in grades 9-12.

5.4 Continued Maintenance and Refreshment of Technology Devices for Students
The Technology Department has continued to be busy upgrading and deploying technology throughout the district. For the 2025-2026 school year, all district students (approximately 4,950) received updated devices, ensuring equitable access to current technology across all school sites. Additionally, all new teachers received personalized, one-on-one setup meetings with Technology Department staff for their new MacBook, ensuring a successful and supported start to their technology integration in the classroom.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Following are explanations for items in which there is a difference between budgeted LCAP expenditures and estimated actual expenditures:

- 5.1 Career and Technical Education (CTE) and Career Exploration Opportunities for Students, no expenses, $15,000 less than budgeted. OAHS' $750,000 Golden State Pathways Program CTE grant has provided for CTE efforts.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Analysis on effectiveness of LCAP actions for Goal 5:

The percentage of OAHS students taking CTE courses has increased from 28.2% in 2023-2024 to 48.3% in 2025-2026. Additionally, we have students in the Information and Communication Technologies (Networking) earning industry certifications and participating in internships. We rate the following action as effective:

- 5.1 Career and Technical Education (CTE) and Career Exploration Opportunities for Students

CAASPP proficiency data shows growth in both English/language arts and mathematics. OA schoolwide has seen its percentage of students meeting/exceeding standard increase by 19.76% in E/LA between 2023 and 2025, by 9.39% in math. The two statistically significant subgroups also have made growth in both areas: low-income students by 23.77% in E/LA and by 10.27% in math, and students with disabilities by 11.63% in E/LA and by 1.9% in math. Chronic absenteeism has decreased substantially, with the 2024-2025 schoolwide rate 8.9% lower than it was in 2022-2023. That said, three subgroups have seen chronic absenteeism rise from 2022-2023: low-income students (up 9.2%), students with disabilities (up 10.7%), and Two or More Races (up 11.1%). Suspension rates have declined from 2.9% in 2022-2023 to 1.9% in 2024-2025. Two subgroups saw an increase in suspension rates: Two or More Races (up 3.0% from 2022-2023) and students with disabilities (up 1.8%). The most recent Spring Staff Professional Development Survey showed 76.8% of teachers, 57.6% of classified employees, and 100% of administrators found 2025-2026 PD offerings effective or highly effective. This points to a need for more PD for classified employees that was supported by LCAP input from this group. Overall, we rate the following action as effective but know that we need to continue to be strategic in matching PD to student needs:

- 5.2 Professional Development for Teachers, Administrators, and Classified Employees

Our independent study program, the OAHS Virtual Learning Academy, continues to be an important educational option for students and families. It has enabled some students to stay affiliated with OAHS as they needed for medical or other reasons to have a home study program for a period of time. We rate the following action as effective:

- 5.3 Continuing and Expanding Independent Study and Online Options for Learning

Principal SAMR Survey on Technology Integration results show a 13.18% increase from 2024 to 2026 in transformational technology use and a 5.37% increase in technology use with a "somewhat or direct" connection to the lesson. This validates the efforts undertake in association with the following action, and we rate it as effective:

- 5.4 Continued Maintenance and Refreshment of Technology Devices for Students

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

The district needs to expand Action 5.1 Professional Development for Teachers, Administrators, and Classified Employees. One-time sources for professional development such as Educator Effectiveness funds have been depleted. In order for the district to maintain its momentum implementing LCAP actions and addressing the needs of unduplicated students, it needs additional LCAP support for PD in 2026-2027.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Career and Technical Education (CTE) and Career Exploration Opportunities for Students	OAHS will maintain and expand its CTE pathways so students can acquire career-related skills, obtain job-relevant certifications, and explore potential careers. Pathways will be in place for the following industries: Information and Communication Technologies (Networking); Arts, Media, and Entertainment (Performing Arts); Education, Child Development, and Family Services (Child Development); and Health Science and Medical Technology (Patient Care). Priority for participation will be given to unduplicated students.	$15,000.00	No
5.2	Professional Development for Teachers, Administrators, and Classified Employees	This includes all pertinent professional development for district staff, including topics applicable to LCAP goals, technology integration for classroom learning and workflow, artificial intelligence integration, behavior basics, Nonviolent Crisis Prevention Intervention, and more.	$10,000.00	No
5.3	Continuing and Expanding Independent Study and Online Options for Learning	This action reflects the continuing availability of both home study and blended programming (mix of home study and in-person learning) via the OAHS Virtual Learning Academy as well as online learning via Edmentum and other platforms.	$10,000.00	No
5.4	Continued Maintenance and Refreshment of Technology Devices for Students	With technology devices provided to all students, the district's Technology Department needs support for continued maintenance and refreshment of such devices. Funding also is needed for maintenance and refreshment of classroom technology and for hot spots that afford internet access for families without such access.	$25,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$929,880.00	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.544%	0.000%	$0.00	9.544%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Teacher on Special Assignment (TOSA) Support **Need:** Academic outcomes for unduplicated students, students with disabilities, and all other students need to be improved.	TOSA support is an integral component of OA's efforts to improve the academic achievement of unduplicated students and students with disabilities. TOSAs provide direct, on-site support for classroom instruction (Tier 1) and academic intervention (Tier 2). Focus areas for 2026-2027 include student engagement, standards-aligned instruction, student writing achievement, and Universal Design for Learning -- all impactful for raising achievement. TOSAs support progress	CAASPP performance schoolwide and by subgroup

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	monitoring for both individual students and subgroups. TOSAs also provide professional development on site and in afterschool sessions.	
1.4	**Action:** Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring **Need:** Academic outcomes for unduplicated students, students with disabilities, and all other students need to be improved. **Scope:** LEA-wide	Universal screening, formative assessments and MTSS progress monitoring assessments will be administered to students to monitor student progress, identify areas of need, and evaluate effectiveness of programs. Data specific to unduplicated students and students with disabilities will be analyzed to assess their progress. A focus area for 2026-2027 is the mCLASS with DIBELS reading assessment, which the district has adopted for both progress monitoring in reading and as its SB 114 screener for reading difficulties. Academic data will be used to place students in intervention/enrichment groups that are meet students' individual needs. Data also will be utilized to communicate information regarding student progress with parents and students. NWEA, Acadience, and Edmentum will be available to individualize instruction, as NWEA levels populate to Edmentum to assist in targeting individual academic needs. The analysis of data, student groupings, and individualization of instruction described here all are impactful for raising achievement.	CAASPP performance schoolwide and by subgroup
1.7	**Action:** On-Site Academic Intervention **Need:** Academic outcomes for unduplicated students, students with disabilities, and all other students need to be improved.	Research-based academic interventions (Tier 2) enable participating students overcome barriers to learning, develop skills, improve overall academic performance, and narrow achievement gaps. This is an integral part of the educational program for unduplicated students, students with disabilities, and all other students.	CAASPP performance schoolwide and by subgroup, NWEA performance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) will continue as the main intervention in reading. Math intervention will be varied, as teachers can select from a menu that includes review/reteaching, preview/pre-teaching, extension/enrichment, focus on essential standards, and math games or manipulatives that build number sense. Teachers are utilizing "cool-downs" (also known as exit tickets) from the new IM 360 program to provide students specific, targeted, "just in time" intervention. All of these interventions are impactful for raising achievement.	
1.8	**Action:** Academic Seminar Course at OAHS **Need:** Academic outcomes for unduplicated students, students with disabilities, and all other students need to be improved. **Scope:** LEA-wide	Unduplicated students whose overall grade point average is 2.0 or lower benefit from participating in Academic Seminar, a year-long course designed to provide additional monitoring and support while also incorporating research-supported reinforcement of school connectivity and emotional intelligence. The teacher is meeting with students one-on-one a minimum of two times per quarter to check in on progress in all classes. As needed, the teacher is instructing and mentoring students so they develop comprehension and higher order thinking skills for all subject matter. Students keep portfolios to provide evidence of academic growth through the semester. Students also are involved in gardening and community service to build a sense of accomplishment and increase engagement in their school. The course is making an impact, as it is helping students improve their grades, course completion, confidence, and sense of self-efficacy.	CAASPP performance schoolwide and by subgroup, NWEA performance
1.12	**Action:**	Research has shown that explicit instruction for students in self-management, self-awareness,	Suspension rate, chronic absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SEE Learning (Social/Emotional Learning Curriculum) **Need:** Reduce suspension rate districtwide and with all subgroups; reduce chronic absenteeism districtwide and with all subgroups **Scope:** LEA-wide	social awareness, and relationship skills results in improved academic outcomes and improved behaviors at school. SEE Learning is such a curriculum. A K-12 education program developed at Emory University to provide educators with the tools to foster emotional, social, and ethical intelligence in students, SEE Learning draws educational research and includes nine components that are consistent across all age levels of the curriculum: 1. Attention and self-awareness 2. Self-compassion 3. Self-regulation 4. Interpersonal awareness 5. Compassion for others 6. Relationship skills 7. Appreciating interdependence 8. Recognizing common humanity 9. Community and global engagement SEE Learning provides a full, developmentally staged curriculum comprised of over 40 20- to 40-minute learning experiences in these topics. Lessons are written in a straightforward way and are relatively easy for teachers to facilitate. Many lessons revolve around a topic, question, or scenario that students can discuss. We see SEE Learning as an integral Tier 1 practice that over time will contribute to improved behavior and attendance for unduplicated students, students with disabilities, and all other students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.13	**Action:** Physical Education Instruction by Credentialed Teachers for Students in Grades TK-8 **Need:** Academic outcomes for unduplicated students, students with disabilities, and all other students need to be improved. **Scope:** Schoolwide	P.E. instruction is a foundational block in an elementary master schedule that provides regular time for classroom math intervention. Teachers can select from a math intervention menu that includes review/reteaching, preview/pre-teaching, extension/enrichment, focus on essential standards, and math games or manipulatives that build number sense. All of these strategies contribute to improving academic achievement.	CAASPP performance schoolwide and by subgroup
1.16	**Action:** Instructional Assistant Support for Kindergarten Students **Need:** Improved transition to kindergarten for unduplicated students and students with disabilities. **Scope:** LEA-wide	Instructional assistants reduce the staff-student ratio in kindergarten classrooms and can provide targeted support to unduplicated students. English Learners in kindergarten often are at Level 1 or Level 2 on the ELPAC and need support. Instructional assistants also can provide support to students with more intensive behavioral or social/emotional needs. Input from educational partners validates the need to have instructional assistants present in kindergarten classrooms to support students.	TK-3 Suspension Rate
2.1	**Action:** Multi Tiered System of Support (MTSS) Plan for Behavior **Need:** The suspension rate schoolwide and for all subgroups needs to be reduced. **Scope:**	The suspension rate for unduplicated students, students with disabilities, and all students cannot be decreased without an MTSS Plan for Behavior that includes appropriate teaching, support, and/or interventions at each tier. the plan includes the following: • Behavior and social/emotional learning components that need to be seen in all classrooms and schools (Tier 1); these include school implementation of the Positive Behavioral Interventions and	Suspension rate (schoolwide and by subgroup)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Supports (PBIS) system and the SEE Learning social/emotional curriculum (see narrative for Action 1.12) • - Strategies, an intervention matching form, and intervention fidelity checks for students identified as at risk (Tier 2) • More intensive mental health and/or behavioral supports for students with significant needs (Tier 3) Implementation of the CSTAG behavioral threat assessment (the district's core management team, all psychologists, and all counselors all were trained in the CSTAG at the beginning of the 2025-2026 school year) Implementation of the MTSS Plan will prevent severe behavior that results in suspension.	
2.2	**Action:** Behavioral Supports for Identified Students **Need:** The suspension rate schoolwide and for all subgroups needs to be reduced. **Scope:** Schoolwide	For students with significant behavioral needs, qualified behavioral support via Board Certified Behavior Analysts (BCBAs) and instructional assistants trained as Registered Behavior Technicians (RBTs) is imperative. This is an important preventive measure that can result in fewer suspensions for unduplicated students and students with disabilities. Psychologists help in assessing student emotional and behavioral needs and collaborating with BCBAs and other staff in the development of behavior plans.	Suspension rate (schoolwide and by subgroup)
2.3	**Action:** Attendance Incentives and Accountability **Need:** The district needs to increase attendance and reduce chronic absenteeism districtwide and with all subgroups.	Attendance incentives and accountability measures increase the likelihood that students will be at school, thereby increasing attendance and reducing chronic absenteeism. Unduplicated students and students with disabilities will benefit from additional focus regarding data monitoring, incentives for attendance, and personal outreach to their families. When attendance issues occur,	Attendance rate, chronic absenteeism rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	community liaisons, office assistants, and school administrators will engage in personal outreach to the families of these students. If and when needed, truancy and SARB referrals can be done, but a focus for 2026-2027 will be continued school-specific initiatives to promote school attendance as well as personal communication and outreach to families with the help of the Parent Square Attendance Plus platform (see narrative for LCAP Action 4.1).	
2.8	**Action:** Counseling Support **Need:** The district needs to reduce the suspension and chronic absenteeism rates districtwide and for all subgroups. **Scope:** LEA-wide	Counseling support is vital for improved outcomes for unduplicated students and students with disabilities, and these students will be prioritized for support. Services will include individual and small-group support with social/emotional needs and, as possible, classroom lessons on pertinent topics such as self-regulation, peaceful conflict resolution, and anger management. The district expanded counseling services in 2025-2026 so each elementary site -- including the Los Alamos site shared by OAK-8 and Olga Reed School -- now has its own staff counselor. For 2026-2027, the district is acting to preserve the community navigator program at OAHS and the two junior high schools through the end of the school year. Provided for free by the Santa Barbara County Education Office due to a Mental Health Student Services Act (MHSSA) grant, community navigators currently provide one day per week of service at our junior high schools and two days per week at OAHS. The navigators connect families of students with acute mental health needs to community-based care -- a service sorely needed in a time when many counselors have full caseloads. They also run skill-building groups focused on skills such as managing stress, being	Suspension rate, chronic absenteeism rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		organized for school, time management, etc. The MHSSA grant runs out in December 2026, but LCAP funding will enable us to continue these services through June 2027.	
3.1	**Action:** Community Outreach Efforts **Need:** The district needs to establish community connections to support student enrichment and career readiness. The district also needs to improve student and family access to community resources. **Scope:** LEA-wide	"Showcase" events that highlight successful district and school programs and practices build connections between the district and the community. They enhance community awareness of district and school needs, including the needs of unduplicated students and students with disabilities. They contribute to the building of partnerships that ultimately will result in more opportunities for students. For OA, they also promote future student enrollment.	Number of district showcase events for community
3.3	**Action:** Student Enrichment Opportunities in Community **Need:** The district and school need to establish community connections to support student enrichment and career readiness. This also improves student and family access to community resources. **Scope:** LEA-wide	Unduplicated students and students with disabilities often do not enjoy access to recreational, educational, and enriching experiences in the community. Enrichment opportunities in the community can be catalysts for improved connections with peers, confidence, and personal skills.	Number of substantial community partners
4.1	**Action:** School-Home Communication Platform **Need:**	The Parent Square school-home communication platform's ability to communicate in a format (email, text, or voicemail) and language chosen by parent/guardian has dramatically improved the	Parent survey on school-home communication

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The district would like to continue to increase parent participation in schools and engagement in their child's education. **Scope:** LEA-wide	amount and quality of information conveyed between schools and families. Parent Square also enables two-way messaging between school staff and parents -- a critical measure for supporting unduplicated students and students with disabilities. Parents, including non-English-speaking parents, speak to the effectiveness of Parent Square in facilitating quality school-home communication. In 2026-2027, staff will continue to rely on the Attendance Plus feature of Parent Square to facilitate ongoing, individualized communication with parents of unduplicated students around their children's school attendance.	
4.3	**Action:** Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families **Need:** Non- and limited-English-speaking families need translation, access, and liaison services so they can be fully engaged in their children's education. **Scope:** LEA-wide	Community liaisons and interpreters provide critical services for non- and limited-English-speaking families in facilitating full engagement by parents in their children's education. Liaison duties include the following: • Welcoming new families, helping with enrollment, and establishing rapport • Translating for families at school meetings, including parent-teacher conferences, Student Success Team meetings, IEP meetings, and disciplinary meetings • Translating for families at school events such as Back to School Night and Open House • Facilitating two-way dialogue between families and school staff, so families can make requests and have questions answered • Working with families to address any issues or barriers to school attendance, full participation in school, and academic achievement	Parent survey on parent involvement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		• As needed, helping families access community resources • Working with principal to engage parents on the site English Learners Advisory Committee (ELAC) • Working to help site representative parents be involved in the District English Learners Advisory Committee (DELAC) Each site has on-campus availability by a community liaison, and sites with the highest number of English Learners each have four hours of on-campus time by their assigned liaison. Families have appreciated the expanded availability while the liaisons have become more visible with students. For the 2026-2027 school year, the district will hire a trilingual liaison who can help with both Spanish and Mixteco translation as well as a liaison to focus on support for students experiencing homelessness and foster youth. Approximately 90% of students experiencing homelessness also are English Learners, so it makes sense to have a bilingual liaison available to link families and foster care providers to pertinent district and community resources.	
4.5	**Action:** Parent/Family Education Events **Need:** The district would like to continue to increase parent participation in schools and engagement in their child's education. **Scope:**	Parent/family education events are a way to expand the effectiveness of parents in supporting their children's education and social-emotional development. Parent/family education events scheduled in 2024-2025 and 2025-2026 have been well received, and educational partners would like to see more in the coming year. We will continue to improve and expand offerings in 2026-2027, likely in partnership with other community	Number of district- and school-initiated parent/family education events

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	agencies and organizations. Ideas include a Parent Empowerment Program (PEP) targeting TK students and their families and training for non- or limited-English-speaking parents in critical platforms such as Aeries and Parent Square. All of this can improve participation and engagement of families of unduplicated students and students with disabilities.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Targeted Professional Learning Community (PLC) Work **Need:** Academic outcomes for unduplicated students and students with disabilities need to be improved. Additionally, PLC protocols and processes need to be strengthened. **Scope:** Limited to Unduplicated Student Group(s)	PLCs are a foundational vehicle for teacher collaboration and data-based decision making around improving outcomes for unduplicated students and students with disabilities. Progress of students in these subgroups will be continually monitored and reviewed in weekly PLC meetings. PLC teams will continually review and plan Tier 1 and Tier 2 efforts around improving academic achievement for these subgroups. PLC teams for principals will review progress of unduplicated students and students with disabilities, and principals will discuss and coordinate their instructional leadership efforts around the goal of improving outcomes for these subgroups. The start-of-the-year PLC "mini-summit" will focus on PLC practices as applied to improving outcomes for these students, and	CAASPP performance schoolwide and by subgroup, PLC Self-Rating Device

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		teachers serving as PLC Leads in 2026-2027 will be coached on how to effectively facilitate PLC work.	
1.10	**Action:** English Language Development (ELD) Support **Need:** Around the district, the rate of English Learners making progress toward proficiency in 2024-2025 -- 42.8%, down 6.6% from 2022-2023 -- points to the need for a renewed focus on English Language Development. District Summative ELPAC results from 2024-2025 show that 22.16% of English Learners score at Level 1, 32.53% are at Level 2, 31.94% are at Level 3, and 13.37% are at Level 4, which shows need ranging from basic conversational English to academic vocabulary in English. The district's reclassification rates also can improve. The overall English Learner reclassification rate for 2024-2025 of 11.46% is up just 1.42% from 2022-2023, while the Long Term English Learner reclassification rate of 19.80% is down 8.37% from 2022-2023. **Scope:** Limited to Unduplicated Student Group(s)	The district Educational Services Department, school administrators, and school leadership teams will continue to work to strengthen delivery of designated and integrated ELD for English Learners. Online curricula such as Imagine Learning will be utilized to support English acquisition; because set-up and directions can be switched to Spanish, Imagine Learning is especially helpful with newcomer students. Increased response opportunities, a focus on academic vocabulary, and increased writing opportunities can help LTELs reach proficiency. Data on English acquisition by English Learners and Long Term English Learners (LTELs) will be regularly reviewed by the PLCs for school administrators, school leadership teams, and district Educational Services Department, and best next steps will be planned and implemented.	English Learner Progress Indicator on California School Dashboard
1.11	**Action:** Support for Foster Youth and Students Experiencing Homelessness **Need:**	Tutoring for foster youth and students experiencing homeless can be an important support for these students. As teachers are available, the district will continue to facilitate tutoring while also implementing options for	CAASPP E/LA and Math testing (subgroup performance)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The performance of Foster Youth as a subgroup resulted in the district being identified for Differentiated Assistance. Outcomes for both Foster Youth and Students Experiencing Homelessness need to be improved across the board. **Scope:** Limited to Unduplicated Student Group(s)	special academic support for these students during ELO-P funded afterschool childcare.	
4.3	**Action:** Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families **Need:** Non- and limited-English-speaking families need translation, access, and liaison services so they can be fully engaged in their children's education. **Scope:** Limited to Unduplicated Student Group(s)	Community liaisons and interpreters provide critical services for non- and limited-English-speaking families in facilitating full engagement by parents in their children's education. Liaison duties include the following: • Welcoming new families, helping with enrollment, and establishing rapport • Translating for families at school meetings, including parent-teacher conferences, Student Success Team meetings, IEP meetings, and disciplinary meetings • Translating for families at school events such as Back to School Night and Open House • Facilitating two-way dialogue between families and school staff, so families can make requests and have questions answered • Working with families to address any issues or barriers to school attendance, full participation in school, and academic achievement • As needed, helping families access community resources	Parent survey on parent involvement

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		• Working with principal to engage parents on the site English Learners Advisory Committee (ELAC) • Working to help site representative parents be involved in the District English Learners Advisory Committee (DELAC) Each site has on-campus availability by a community liaison, and sites with the highest number of English Learners each have four hours of on-campus time by their assigned liaison. Families have appreciated the expanded availability while the liaisons have become more visible with students. For the 2026-2027 school year, the district will hire a trilingual liaison who can help with both Spanish and Mixteco translation as well as a liaison to focus on support for students experiencing homelessness and foster youth. Approximately 90% of students experiencing homelessness also are English Learners, so it makes sense to have a bilingual liaison available to link families and foster care providers to pertinent district and community resources.	
4.4	**Action:** Support for Foster/Homeless Families **Need:** Foster youth and students experiencing homelessness often are significantly impacted by trauma, transience, poverty, and other barriers to learning. This results in increased chronic absenteeism. **Scope:**	Access to community and regional resources and support with basic needs helps foster youth and students experiencing homelessness to be able to regularly attend school. This access is facilitated by the district's foster/homeless liaison, the Santa Barbara County Education Office Transitional Youth Services Program, and community liaisons. LCAP funding is being utilized to support scholarships for these students to participate in school activities such as Science Camp for sixth	Chronic absenteeism by subgroup

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	grade. If needed, school supplies and personal supplies are being made available.	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	9,742,822	929,880.00	9.544%	0.000%	9.544%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$822,675.03	$200,973.52	$45,000.00	$0.00	$1,068,648.55	$681,708.74	$386,939.81

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Standards-Based Materials							$0.00	$40,000.00	$0.00	$40,000.00			$40,000.00	
1	1.2	Teacher on Special Assignment (TOSA) Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$22,286.64	$0.00	$22,286.64	$0.00	$0.00	$0.00	$22,286.64	
1	1.3	Executive Director of Curriculum & Instruction														
1	1.4	Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
1	1.5	Targeted Professional Learning Community (PLC) Work	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									1.4%
1	1.6	Principal PLCs	All	No				Ongoing								
1	1.7	On-Site Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$96,931.19	$12,000.00	$108,931.19	$0.00	$0.00	$0.00	$108,931.19	
1	1.8	Academic Seminar Course at OAHS		Yes	LEA-wide		All Schools		$40,443.08	$0.00	$40,443.08	$0.00	$0.00	$0.00	$40,443.08	
1	1.9	Professional Consulting Support	All	No					$0.00	$20,000.00		$20,000.00			$20,000.00	
1	1.10	English Language Development (ELD) Support	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools		$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
1	1.11	Support for Foster Youth and Students Experiencing Homelessness	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$0.00	$7,000.00	$7,000.00	$0.00	$0.00	$0.00	$7,000.00	
1	1.12	SEE Learning (Social/Emotional Learning Curriculum)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
1	1.13	Physical Education Instruction by Credentialed Teachers for Students in Grades TK-8	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$60,795.09	$500.00	$61,295.09	$0.00	$0.00	$0.00	$61,295.09	
1	1.14	Art/Music Instruction for Students in Grades TK-8	All	No					$27,650.34	$6,400.00	$0.00	$34,050.34	$0.00	$0.00	$34,050.34	
1	1.15	Pre-service Curriculum Training for New Teachers	All	No					$2,000.00	$0.00	$0.00	$2,000.00	$0.00	$0.00	$2,000.00	
1	1.16	Instructional Assistant Support for Kindergarten Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$35,047.27	$0.00	$35,047.27	$0.00	$0.00	$0.00	$35,047.27	
1	1.17	Co-taught Core Courses at OAHS							$0.00	$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$10,000.00	
1	1.18	Opportunities for OAHS Students to Earn Early College Credit	All	No					$0.00	$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$10,000.00	
1	1.19	Improved Differentiation and Support via Artificial Intelligence (AI)*														
2	2.1	Multi Tiered System of Support (MTSS) Plan for Behavior	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$1,220.96	$5,000.00	$6,220.96	$0.00	$0.00	$0.00	$6,220.96	
2	2.2	Behavioral Supports for Identified Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$50,000.00	$80,064.81	$130,064.81	$0.00	$0.00	$0.00	$130,064.81	
2	2.3	Attendance Incentives and Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$7,000.00	$7,000.00	$0.00	$0.00	$0.00	$7,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Expanded Learning Opportunities Program (ELO-P) Enrichment Programming	All	No					$29,923.18	$30,000.00	$0.00	$59,923.18	$0.00	$0.00	$59,923.18	
2	2.5	Inclusive Practices and Universal Design for Learning (UDL)							$0.00	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	
2	2.6	Special Education Program Specialist							$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.7	Special Education Teacher on Special Assignment (TOSA)							$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.8	Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$248,789.78	$30,000.00	$278,789.78	$0.00	$0.00	$0.00	$278,789.78	
2	2.9															
3	3.1	Community Outreach Efforts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
3	3.2	Student Support from Community Partners	All	No												0
3	3.3	Student Enrichment Opportunities in Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,459.80	$35,700.00	$41,159.80	$0.00	$0.00	$0.00	$41,159.80	
4	4.1	School-Home Communication Platform	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
4	4.2	Improved Marketing and Accessibility of District and School for Parent and Community Engagement	All	No					$0.00	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	
4	4.3	Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		$51,161.41	$275.00	$51,436.41	$0.00	$0.00	$0.00	$51,436.41	
4	4.4	Support for Foster/Homeless Families	Foster Youth Low Income	Yes	Limited to Unduplicated	Foster Youth Low Income	All Schools		$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
4	4.5	Parent/Family Education Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
4	4.6	California Community Schools Partnership Program (CCSPP)	All	No					$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.1	Career and Technical Education (CTE) and Career Exploration Opportunities for Students	All	No					$0.00	$15,000.00		$15,000.00			$15,000.00	
5	5.2	Professional Development for Teachers, Administrators, and Classified Employees	All	No					$0.00	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	
5	5.3	Continuing and Expanding Independent Study and Online Options for Learning	All	No					$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	
5	5.4	Continued Maintenance and Refreshment of Technology Devices for Students	All	No					$0.00	$25,000.00	$0.00	$0.00	$25,000.00	$0.00	$25,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9,742,822	929,880.00	9.544%	0.000%	9.544%	$822,675.03	1.400%	9.844 %	**Total:**	$822,675.03
								LEA-wide Total:	$614,315.13
								Limited Total:	$68,436.41
								Schoolwide Total:	$191,359.90

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Teacher on Special Assignment (TOSA) Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$22,286.64	
1	**1.4**	Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	**1.5**	Targeted Professional Learning Community (PLC) Work	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		1.4%
1	**1.7**	On-Site Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$108,931.19	
1	**1.8**	Academic Seminar Course at OAHS	Yes	LEA-wide		All Schools	$40,443.08	
1	**1.10**	English Language Development (ELD) Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	Support for Foster Youth and Students Experiencing Homelessness	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$7,000.00	
1	1.12	SEE Learning (Social/Emotional Learning Curriculum)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
1	1.13	Physical Education Instruction by Credentialed Teachers for Students in Grades TK-8	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$61,295.09	
1	1.16	Instructional Assistant Support for Kindergarten Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,047.27	
2	2.1	Multi Tiered System of Support (MTSS) Plan for Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income		$6,220.96	
2	2.2	Behavioral Supports for Identified Students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$130,064.81	
2	2.3	Attendance Incentives and Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	
2	2.8	Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$278,789.78	
3	3.1	Community Outreach Efforts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
3	3.3	Student Enrichment Opportunities in Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,159.80	
4	4.1	School-Home Communication Platform	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
4	4.3	Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$51,436.41	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.4	Support for Foster/Homeless Families	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$5,000.00	
4	4.5	Parent/Family Education Events	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,042,008.88	$1,021,917.81

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Standards-Based Materials	Yes	$40,000.00	$42,000.00
1	**1.2**	Teacher on Special Assignment (TOSA) Support	Yes	$20,961.14	$21,814.48
1	**1.3**	Executive Director of Curriculum & Instruction		$0	$0
1	**1.4**	Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring	Yes	$5,000.00	$6,499.23
1	**1.5**	Targeted Professional Learning Community (PLC) Work	Yes		
1	**1.6**	Principal PLCs	No	$0	$0
1	**1.7**	On-Site Academic Intervention	Yes	$107,354.10	$98,029.13
1	**1.8**	Academic Seminar Course at OAHS	Yes	$27,420.16	$39,111.84
1	**1.9**	Professional Consulting Support	No	$20,000.00	$0
1	**1.10**	English Language Development (ELD) Support	Yes	$7,000.00	$0.00
1	**1.11**	Support for Foster Youth and Students Experiencing Homelessness	Yes	$10,000.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	SEE Learning (Social/Emotional Learning Curriculum)	Yes	$1,000.00	$0.00
1	1.13	Physical Education Instruction by Credentialed Teachers for Students in Grades TK-8	Yes	$59,878.20	$59,891.40
1	1.14	Art/Music Instruction for Students in Grades TK-8	No	$70,075.49	$78,756.17
1	1.15	Pre-service Curriculum Training for New Teachers	No	$2,000.00	$1,895.00
1	1.16	Instructional Assistant Support for Kindergarten Students	Yes	$34,276.61	$37,592.06
1	1.17	Co-taught Core Courses at OAHS		$10,000.00	
1	1.18	Opportunities for OAHS Students to Earn Early College Credit	No	$10,000.00	
1	1.19	Improved Differentiation and Support via Artificial Intelligence (AI)*		$0	$0
2	2.1	Multi Tiered System of Support (MTSS) Plan for Behavior	Yes	$6,220.35	$3,210.90
2	2.2	Behavioral Supports for Identified Students	Yes	$100,000.00	$132,734.61
2	2.3	Attendance Incentives and Accountability	Yes	$7,000.00	$0.00
2	2.4	Expanded Learning Opportunities Program (ELO-P) Enrichment Programming	No	$59,923.18	$39,434.03
2	2.5	Inclusive Practices and Universal Design for Learning (UDL)		$5,000.00	$0.00
2	2.6	Special Education Program Specialist		$0.00	$0.00
2	2.7	Special Education Teacher on Special Assignment (TOSA)		$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	Counseling Support	Yes	$229,356.05	$263,781.63
3	3.1	Community Outreach Efforts	Yes	$1,000.00	$0.00
3	3.2	Student Support from Community Partners	No	$0	$0
3	3.3	Student Enrichment Opportunities in Community	Yes	$59,761.60	$11,552.84
4	4.1	School-Home Communication Platform	Yes	$10,000.00	$8,618.48
4	4.2	Improved Marketing and Accessibility of District and School for Parent and Community Engagement	No	$5,000.00	$31,882.48
4	4.3	Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families	Yes	$67,782.00	$69,472.96
4	4.4	Support for Foster/Homeless Families	Yes	$5,000.00	$7,700.65
4	4.5	Parent/Family Education Events	Yes	$1,000.00	0
4	4.6	California Community Schools Partnership Program (CCSPP)	No	$0.00	$0.00
5	5.1	Career and Technical Education (CTE) and Career Exploration Opportunities for Students	No	$15,000.00	$15,000.00
5	5.2	Professional Development for Teachers, Administrators, and Classified Employees	No	$10,000.00	$11,100.00
5	5.3	Continuing and Expanding Independent Study and Online Options for Learning	No	$10,000.00	$9,839.92

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.4**	Continued Maintenance and Refreshment of Technology Devices for Students	No	$25,000.00	$32,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$832,970.00	$760,010.21	$760,010.21	$0.00	1.400%	1.400%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Standards-Based Materials	Yes	$0.00	$0.00		
1	1.2	Teacher on Special Assignment (TOSA) Support	Yes	$20,961.14	$21,814.48		
1	1.4	Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring	Yes	$5,000.00	$6,499.23		
1	1.5	Targeted Professional Learning Community (PLC) Work	Yes			1.4%	1.4%
1	1.7	On-Site Academic Intervention	Yes	$107,354.10	$98,029.13		
1	1.8	Academic Seminar Course at OAHS	Yes	$27,420.16	$39,111.84		
1	1.10	English Language Development (ELD) Support	Yes	$7,000.00	$0.00		
1	1.11	Support for Foster Youth and Students Experiencing Homelessness	Yes	$10,000.00	$0.00		
1	1.12	SEE Learning (Social/Emotional Learning Curriculum)	Yes	$1,000.00	$0.00		
1	1.13	Physical Education Instruction by Credentialed Teachers for Students in Grades TK-8	Yes	$59,878.20	$59,891.40		
1	1.16	Instructional Assistant Support for Kindergarten Students	Yes	$34,276.61	$37,592.06		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Multi Tiered System of Support (MTSS) Plan for Behavior	Yes	$6,220.35	$3,210.90		
2	2.2	Behavioral Supports for Identified Students	Yes	$100,000.00	$132,734.61		
2	2.3	Attendance Incentives and Accountability	Yes	$7,000.00	$0.00		
2	2.8	Counseling Support	Yes	$229,356.05	$263,781.63		
3	3.1	Community Outreach Efforts	Yes	$1,000.00	$0.00		
3	3.3	Student Enrichment Opportunities in Community	Yes	$59,761.60	$11,552.84		
4	4.1	School-Home Communication Platform	Yes	$10,000.00	$8,618.48		
4	4.3	Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families	Yes	$67,782.00	$69,472.96		
4	4.4	Support for Foster/Homeless Families	Yes	$5,000.00	$7,700.65		
4	4.5	Parent/Family Education Events	Yes	$1,000.00	0		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$9,145,461.00	$832,970.00	0.00%	9.108%	$760,010.21	1.400%	9.710%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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 transitional kindergarten through grade five), 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."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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