LCAP Year ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Ojai Unified School District		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

1.The Ojai Unified Community

The Ojai Unified School District is located in the Ojai Valley, California (Ventura County), where it is nestled between two mountain ranges and bordered by the Los Padres National Forest. The District serves a population of 21,739 people. This includes the City of Ojai, and the communities of Upper Ojai, Meiners Oaks, and Mira Monte. Varied socio-economic levels are clearly reflected throughout the Ojai Valley. The vast majority of homes within the school boundaries reflect middle-income status; however, there are pockets of affluence – and pockets of poverty. The community has three low-income housing projects, and these are located in Ojai and the Meiners Oaks area.

2. District

The Ojai Unified School District serves students residing in the City of Ojai and the outlying Ventura County unincorporated areas, including Upper Ojai, Meiners Oaks, and Mira Monte. School District offices are located in downtown Ojai.

The Ojai Unified School District has five elementary schools, one junior high school, one comprehensive high school, one continuation school, and a small charter school. The elementary schools are spread geographically throughout the Ojai Valley. The junior high, high school, and continuation high school are centrally located in Ojai.

Students who are eligible for Free and Reduced-Price Lunch include 44.35% of elementary, 44.08% of junior high, and 38.47% of high school students.   The district low income enrollment is 42.51%. The district's English Learner enrollment is 12.2%, and Foster Youth enrollment is very small at .006%.

The district has faced declining enrollment since 1998. This has been due to recession, increased housing costs and a countywide low birth rate. In the 1997-98 school year, the district had a high enrollment of 4,172. The enrollment has dwindled to 2,471 students in 2016-17. It is the only district in Ventura County facing this problem to this extent. Projections show a continued decline in enrollment through 2017-18 and beyond. OUSD has had to make difficult choices in reducing personnel and reviewing programs in order to be financially sound.

LCAP HIGHLIGHTS

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

The Ojai Unified School District LCAP has been written to meet the needs of all students with a special emphasis on English Learners, Low Income Students, and Foster Youth. The LCAP is designed to close the achievement gap by providing additional funds to support improved student outcomes and accountability. This system of accountability is based upon our local needs, measured by progress toward annual goals, and explicitly linked to the OUSD budget. Increased academic achievement is our primary goal. (Goal 1 on p. 22) Despite the fact that our students improved on the math portion of the CAASPP, from 33% to 38% (met/exceeded standard), the students are still in the *low* range. Parent involvement remains a key to the success of our students. (Goal 3 on p. 47) Ojai Unified School District is committed to success in the affective domain. (Goals 2 & 4 on pp. 38 and 47 respectively) We are very proud of our anti-bullying efforts over the last five years. Based on anecdotal evidence, notes at meetings, conversations, and discussions, all stakeholders have felt empowered and continue to be valuable participants in the entire LCAP process.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Our English Learner Progress showed significant success. The indicator status showed *high* (green) with an 81.5 %. This was a 5.5% increase over the previous year. This indicator measures the percent of EL students who are making progress toward language proficiency from one year to the next on the California English Language Development Test (CELDT) and the number of ELs who were reclassified from EL to fluent English proficient in the prior year.

In the future, the College and Career Readiness Indicator will measure the percentage of students in the four-year graduation cohort who are *Prepared, Approaching Prepared*, and *Not Prepared*. In 2015-16 our high school had 20% (155 students) enrolled in AP. In 2016-17, our high school increased its AP enrollment to 22% (153 students). Despite budget woes and declining enrollment, our AP program remains strong. Our high school also had 55% of the students fulfill the A-G requirement.

Stakeholder input suggests that we keep the health and wellness goal (Goal 4 on p. 47). This is a high priority among our parents, students, staff, and community.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

The district rubric indicator was in the middle (yellow) for all students based on both the 2016 ELA results and the mathematics results. Only 47% of the district scored standard met or standard exceeded in English Language Arts and 46% of the district scored standard met or standard exceeded in mathematics. Scores for our unduplicated populations were the same as the "All" group. Students with Disabilities (SWD) scored the lowest with a red indicator. Only 13% of SWD met or exceeded the standard in ELA. Only 8% of SWD met or exceeded the standard in math. The status for all students was *Low* in ELA at 9.9 points below level 3. Also the status for all students was *Low* in mathematics at 31.8 points below level 3.

We will continue to invest in targeted support and intervention programs to meet the instructional needs of at-risk students at all grade levels.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

> Students with Disabilities (SWD) achievement on CAASPP mathematics and English language arts is two levels below the "All". In order to address the gap, OUSD LCAP includes the following action:
>
> *Offer differentiated instruction and a multi-tiered system of supports.* This will be monitored during "At-risk" meetings in K-6. Counselors will monitor these students during progress reporting in grades 7-12.
>
> Suspension rate data shows the "Two or More Races" are two levels below the "All". The LCAP includes the following action:
>
> *Provide counseling for those students who have not made adequate progress or demonstrate chronic absenteeism/behavior issues.* Teachers, site administration, and on-site counselors will make referrals as needed.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Supplemental funds are principally directed toward meeting the goals that OUSD has set for its low income pupils, foster youth, and English learners. The LEA is providing activities to promote physical and mental health, smaller classes for intervention, targeted instruction, after-school academic support, additional counseling, and teacher professional development. The **professional development** will enhance teachers' knowledge of instructional strategies for ELD and will address the needs of low socio-economic students. In 2016-17 the district spent about $135,000 more than budgeted for differentiated instruction and a **multi-tiered system of supports** (academic and behavioral) before, during, and after school to address student's academic and emotional needs including interventions for high risk students and for those students who are struggling. The LEA will continue to budget for services for those needy students. In addition, the use of the supplemental funds on a district-wide basis is the most effective use of the funds to meet the state's eight priority areas and the common goals of the District and stakeholders for the unduplicated count of low income, foster youth, and English learner. The district determines efficacy based on the following supporting research and educational theory:

Multi-Tiered System of Supports: Comprehensive Framework for Implementing the CA CCSS (Posted 11-Aug-2014)

LCAP Needs Assessment Tool (Posted 03-Feb-2015

California Healthy Kids Survey

A Toolkit for Title I Parental Involvement (Posted 29-Aug-2014)

Leadership for Equity (Posted 20-Aug-2014)

Smarter Balanced Assessment Consortium

EdData

California Commission on Teacher Credentialing (PDF)

5 Dimensions of Teaching and Learning: Instructional Framework (Version 4.0)

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$ 26,060,058
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,998,520

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The Bond Oversight Committee will make decisions on large projects funded by the bond. These projects are not addressed in the LCAP. In addition, the LCAP does not address general overhead including facilities, transportation, and infrastructure for technology. The LCAP also does not include most personnel costs including both certificated and classified staff.

$ 20,588,571	Total Projected LCFF Revenues for LCAP Year

Annual Update

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	Increase student achievement in ELA, math, and literacy which includes providing instructional materials, and quality teachers while preparing students to be college and career ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Increase ELA/Literacy Met/Exceeded Standard on the CAASPP from 45% (2015)to 46% (2016). Increase mathematics Met/Exceeded Standard on the CAASPP from 33% (2015)to 34% (2016). Increase reclassification percent of English Learners to Fluent English Proficient from 9.1% (2015) to 10% in 2016. Increase graduation rate from 87.8%(2013-14) to 89% in 2014-15. Increase A-G completion from 33% (2014) to 34% in 2015. (Data available in June or July) Maintain AP enrollment at 155 students (20%). Increase AP pass rate from 61% in 2014-15 to 62% in 2015-16. Maintain number of AP classes at 10. Increase College-Ready rate on the Early Assessment Program in ELA from 16% (2015) to 17% in 2016. Increase College-Ready rate on the Early Assessment Program in mathematics from 7% (2015) to 8% in 2016. Increase ELs making progress in learning English (AMAO 1) from 71% (2015) to 72% in 2016. Increase ELs attaining Fluent English Proficiency (AMAO 2 less than 5 years) from 19% (2015) to 20% in 2016. Increase ELs attaining Fluent English Proficiency (AMAO 2 more than 5 years) from 74% (2015) to 75% in 2016.	District wide: 2016 CAASPP % Met or Exceeded Standard in ELA/Literacy 51% Districtwide: 2016 CAASPP % Met or Exceeded Standard in mathematics 38% Reclassification of English Learners: 26.8% District graduation Rate: 88.2% (2014-15) 90.6% (2015-16) A-G Completion Rate: 55% AP Enrollment: 153 (22%) AP Pass Rate: 63% Number of AP classes: 10 EAP Readiness in ELA: 24% (Exceeded Standard) EAP Readiness in mathematics: 12% (Exceeded Standard) ELs making progress in learning English: 62.6% ELs attaining English proficiency (less than 5 years): 26.5% ELs attaining English proficiency (more than 5 years): 62.7%

NGSS: Begin transition to NGSS in grades 7-12 within existing classes. All students will have sufficient instructional materials (Williams). All teachers will be HQT and have ELL authorization to teach ELD based on CMIS.	NGSS: Test will not be operational until spring 2019. All students have sufficient instructional materials. All teachers are qualified and have ELL authorization to teacher ELD based on CMIS.

ACTIONS / SERVICES

Action 1

Actions/Services

PLANNED	ACTUAL
1.1 Recruit and retain highly trained staff who will ensure access for every student to CA Common Core State Standards-aligned materials including digital materials with embedded assessments.	The district hired five first-year teachers and retained six second year teachers. Not all of the new teachers participated in Induction activities.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$45,000 Induction (Restricted: Title I, Prof. Devt.; Title IIA, Prof. Devt.; Educator Effectiveness) $80,000 Textbooks/Instructional materials (General Fund/Restricted Lottery)	The district spent $44,500 on Induction activities through Ventura County Office of Education. (Educator Effectiveness) The district spent $190,862 on Common Core aligned instructional materials. (LCFF, lottery, Title I for intervention)

Actions/Services

PLANNED	ACTUAL
1.2 Offer differentiated instruction and a multi-tiered system of supports (academic and behavioral) to address student's academic and emotional needs including interventions for high risk students and for those students who are struggling before, during, and after school such as: After school math support- high school Academic Success class (30 students)-high school Directed Studies-junior high and high school for general education Math 7 Support class-junior high Intervention classes-all elementary sites This will include targeted assistance in college/career guidance for high school students.	Two sections of directed studies for general education were offered at the high school. Two sections of directed studies were offered at the junior high school (one for 7th grade and one for 8th grade) English Learner Support K-12 Math intervention classes K-12 ELA intervention classes K-12 Increased library hours 7-12 Behavioral intervention K-12 Small group instruction TK-6 College and career guidance 9-12

Expenditures

BUDGETED	ESTIMATED ACTUAL
$173,331 Counselors 2.45FTE (Unrestricted General Fund) $10,834 College/Career Specialist .375 FTE (Unrestricted general fund classified support)	Directed studies teachers (.8 FTE) $56,000 (LCFF) Counselors (2.4 FTE) $178,711 (General fund) College/Career Specialist (.375 FTE) $11,404 (General fund, classified) Multi-tiered system of supports (academic and behavioral):

	$98,000 Teachers, 1.4FTE (Unrestricted General fund) $80,000 Teachers for TK-6 (Certificated teacher, hourly, general fund)	Paid for by: $104,394 (Title I) $44,140 (Title II, CSR) $78,891 (LCFF) $26,120 (Parent Groups)
Actions/Services	PLANNED 1.3 Offer a summer school program for English learners for grades K-5.	ACTUAL The district offered a summer session for English Learners in grades K-5. Eighty-six students from all five sites attended.
Expenditures	BUDGETED $40,000 Instructional materials, certificated hourly (Title III, restricted)	ESTIMATED ACTUAL $34,000 ($17,519-pesonnel; $16,745-instructional materials; $566-indirect costs) (Title III, restricted)
Actions/Services	PLANNED 1.4 Provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS; Utilize VCOE for continued EL training for both certificated and classified staff.	ACTUAL K-12 teachers participated in trainings, conferences and workshops in order to support our English learners.
Expenditures	BUDGETED $6,000 (Restricted Title III; Restricted Educator Effectiveness, conferences/training)	ESTIMATED ACTUAL $8,300 (Educator Effectiveness)
Actions/Services	PLANNED 1.5 Utilize VCOE for professional development: a. To assist in identifying, training, and supporting teacher leaders who will support sites with the goal of providing targeted support to close the achievement gap. b. To help develop systems and processes for using data to identify students who need early intervention. c. To identify and systematize the use of benchmarks across the district, which will include updating the assessment plan for both ELA and math.	ACTUAL Our district utilized Ventura County Office of Education for almost all professional development.
Expenditures	BUDGETED $7,500 (Restricted Educator Effectiveness funds, training, conferences)	ESTIMATED ACTUAL $10,351 (Educator Effectiveness) $31,205 (Title I)

Describe the overall implementation of the actions/services to achieve the articulated goal.	Despite declining enrollment since 1998 resulting in meager resources, we have been able to implement all five actions of Goal 1. That goal is to increase student achievement. The CAASPP results suggest that in addition to these actions, our district must continue to maintain a culture of professional development that provides a system to evaluate and prioritize the most effective professional development for teaching and learning. In addition, the high school will continue to track trends in attendance; graduation rates; A-G completion; and Advanced Placement score rates, enrollment, number of tests, and pass rate. This quantitative data are most useful when reported in context. One important piece of contextual information is how the numbers have changed over time. This may result in some changes to actions and services.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our EL progress is at the second highest level (green). The EL progress was 81.5%. This indicator measures the percent of EL students who are making progress toward language proficiency from one year to the next on the California English Language Development Test (CELDT) and the number of ELs who were reclassified from EL to fluent English proficient in the prior year.
	The Academic Indicator is based on the California Assessment of Student Performance and Progress (CAASPP) in grades 3-8 in English Language Arts and Mathematics. The "All" student performance was in the middle (yellow). English Learners, Socioeconomically Disadvantaged, and Hispanic/Latino were also yellow. The Students with Disabilities (SWD) were in the lowest range (red). The status for all students was *Low* in ELA at 9.9 points below level 3. Also the status for all grades 3-8 students was *Low* in mathematics at 31.8 points below level 3. At the 11th grade level, our 166 juniors showed an increase of 12 points in both ELA and mathematics. Students were 27.4 points above level 3 in ELA and 44 points below level 3 in mathematics.
	The graduation Rate Indicator is based on the four-year cohort graduation rates. A graduation cohort is a group of high school students who could potentially graduate with a regular high school diploma within four years of entering grade nine. Students who earn a Special Education Certificate of Completion or a California High School Equivalency Certificate are not counted as receiving a regular high school diploma.
	Our three-year average for graduation rate is 88.8. The 2014-15 rate was 88.2% (status). The 2015-16 rate was
	90.6%. We maintained at -.6% (change). This rate of 88.2% is considered to be in the median range.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We budgeted $45,000 for Induction based on what we spent in the previous year. We spent $44,500.
	We spent over twice the amount that we budgeted for Common Core aligned textbooks. When estimating the original budget figure of $80,000, we did not include the cost of common core-aligned intervention materials or special education materials. Also the junior high school English Language Arts adoption and a portion of the K-6 ELA adoption are included in the $190,000 figure.
	The district spent almost $42,000 on professional development for all staff---exceeding the $7,500 that was budgeted. Staff development is a critical component in student learning. We place a high priority on professional development activities that are closely related to the work of teaching and the process of learning. We have engaged in professional development that is sustained, intensive, continuous, and job embedded. Some topics have included developing systems and processes for using data to identify students who need early intervention. Other topic areas included using student assessment and data to guide instruction; eliminating the gap of student groups; providing evidence-based interventions for all learners. We also trained staff in effective instructional practices: differentiation, interventions, current best strategies, and curriculum content.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP	Funding for Career Technical Education (CTE) pathway has been robust since 2014-15 with the VC Innovates grant. Nordhoff High School, Chaparral High School and Matilija Junior High School will offer a total of ten CTE pathways in 2017-18. These pathways will give experiences for students, a connection with the regional workforce education system, and connections to business partners and community colleges. The College and Career Indicator, (Priority 7-Access to a Broad Course of Study and Priority 8-Outcomes in a Broad Course of Study) will measure such things as completion of a CTE pathway. A modified action/service (CTE pathways) for secondary students can be found in Goal 1, Action 1.7 in the 2017-18 LCAP. A new action for primary students (early literacy) can be found in Action 1.6. A second new action for our junior high students is adding an NGSS support class for English Learners. (1.8) Finally, the district will implement a third new action (1.5) for K-12 students: Increase technology access for all students.

Goal 2

Create safe and welcome learning environments where students are engaged and connected to school.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Maintain the district-wide attendance rate at 95% using P2. Decrease middle school drop outs from 2 (13-14) to 1 (14-15). Decrease high school cohort drop out rate from 4.8% (2013-2014) to 4% in the 2014-15 report. Decrease suspensions from 3% in 2015 to 2.5% in 2016. Maintain the number of expulsions at 0. Decrease the percent of chronic absentees (Based on P2) from 13% (2016) to 12% in 2017. Increase school climate index from 471 at Matilija and 345 at Nordhoff in 2015 as measured by *California Healthy Kids Survey* to 475 (Matilija) and 350 (Nordhoff). (Note: Administered every other year with scores ranging from 100 to 500 with high scores representing more positive school climates with higher supports and engagement.) Maintain FIT at good or better.	District P2 Attendance Rate: 95.04% Middle School Drop Outs: 2 (14-15 report); 1 (15-16 report) High School Drop Out Rate: 7.4% (2014-15 report) ; 4.5% (2015-16 report) Suspension Rate: 3% Expulsions: 0 Chronic Absenteeism: (Based on P2): 4.04% California Healthy Kids Survey was not administered in 2016-17. However, according to a general survey about school safety, the following data was compiled: 82% of 7th grade students report feeling safe. 69% of 9th grade students report feeling safe. 61% of 11th grade students report feeling safe. FIT: Good

ACTIONS / SERVICES

Action 2

Actions/Services	PLANNED 2.1 Provide counseling for English Learners, redesignated students, foster youth, low income students, special education students who have not made adequate progress or demonstrate attendance/behavior issues.	ACTUAL Counseling was provided for special populations, those students who were at-risk academically or socially. The service was provided by high school counselors, our mental health clinician, and our MFT Interns at every site.

Expenditures	BUDGETED
	  See 1.2
	$173,331 Counselors 2.45FTE
	(Unrestricted General Fund)
	$76,718 Mental Health Clinician
	1.0 FTE
	
	(Restricted general fund, classified support mental health, special education, MediCal)
		ESTIMATED ACTUAL
		  $178,711.86
		2.4 FTE unrestricted general fund
		$77,423
		1.0 FTE Mental Health Clinician
		Help of Ojai grant
		MFT Interns

Actions/Services	PLANNED
	  2.2 Continue to offer a freshmen course "College and Career Foundations" designed to enhance the freshmen experience; review and revisit modules for sophomore through senior year.
	Continue with the Associate Teacher (peer tutoring) program at Nordhoff High School.
		ACTUAL
		  Nordhoff High School offered a class (College and Career Foundations) to freshmen.
		Nordhoff continued with the peer tutoring program.

Expenditures	BUDGETED Grant-funded (SB1070 and VC Innovates) No cost for peer tutoring	ESTIMATED ACTUAL Part of the $440,800 VC Innovates grant No cost for peer tutoring
Actions/Services	PLANNED 2.3 Provide student orientations and trainings on responsible digital citizenship and internet safety. Implement a district-wide plan to support the knowledge and training of all stakeholders to ensure safe work and school environments.	ACTUAL All students and staff had training in digital citizenship which was monitored by site principals. The training for K-12 included cyberbullying, safe, responsible, and ethical use, and respecting intellectual property (for grades 6-12.) In addition to internet safety, principals also reviewed with staff and students the school safety plans.

Expenditures	BUDGETED
	  No cost
	Part of administration costs
		ESTIMATED ACTUAL
		  No cost
		Part of administration costs

Actions/Services	PLANNED 2.4 Promote opportunities and incentives to increase attendance rates and decrease unproductive behavior at all school sites.	ACTUAL Sites were diligent in the SARB letters and process. Some sites added Saturday School to recoup attendance. Several sites had community volunteers who served as mentors while working with students on academics. Each site implemented incentives: For behavior, sites created a consequence system with a "Behavior Note" whereby the student received an immediate but small consequence, along with a "Caught

		Being Good Note". The Caught Being Good Note went into a raffle box and student names were drawn at assemblies for prizes. Sites initiated Character Trait winners for prizes at assemblies with punctuality one month's focus. Principal's Recess: To earn this reward, students had to have perfect attendance the month prior to attend. Students with 100% attendance and zero tardies during the trimester were allowed to be in the front of the lunch line the following trimester. Increased participation in sports provided an incentive for attendance and good academic performance so students could retain eligibility for that sport. The high school citizenship program continued to be an incentive for positive behavior because students weren't allowed to go to rallies, dances, off-campus lunches, etc., unless they had met the eligibility threshold for citizenship. Matilija Junior High School had a student of the trimester breakfast --which also recognized attendance as a positive trait. The junior high also had a tutorial enrichment weekly counseling group --students were recommended for this based on their behavior. Junior high also had a 7th/8th grade PRIDE assembly (x 2 per year).
Expenditures	BUDGETED $2,000 Saturday School (Unrestricted general fund teacher hourly) $6,500 SARB (Unrestricted general fund district attorney services)	ESTIMATED ACTUAL $3,764 (cert. hourly) $7,095 (professional services)
Actions/Services	PLANNED 2.5 Ensure that the Homeless/Foster Youth liaison has the time, knowledge, and resources to fully execute the responsibilities such as gathering backpacks, athletic equipment, musical instruments and ensuring low income, foster, and homeless youth access to sports, field trips, AP classes, and extracurricular activities.	ACTUAL The homeless liaison was very active. In addition to connecting families with services, she also monitored families who are on the edge of homelessness. She often secured donations for our students at the beginning of the year such as new backpacks and school supplies. Because she was also the president of our Ojai Valley Family Shelter Board of Directors, she had intimate knowledge of our homeless population.

Expenditures	BUDGETED
	  $2,000 Liaison for homeless students (Restricted general fund, Title I, teacher stipend)
		ESTIMATED ACTUAL
		  $2,000
		Stipend, Title I, Restricted

Actions/Services	PLANNED 2.6 Monitor implementation of school safety plans. Make health, safety, and security improvements and provide clean, well-maintained learning environments by maintaining the same number of custodians throughout the district.	ACTUAL All site principals monitored their school safety plans as part of their administrative responsibilities. The district maintained the same number of custodians throughout the district

Expenditures	BUDGETED
	  No cost
		ESTIMATED ACTUAL
		  No cost; part of administrative duties.
		No new cost for custodians.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The middle school drop out rate varies from 1 to 2 students. It is difficult to measure because of the small numbers. Our dropout rate has been inconsistent from 2013-14 to 2015-16. It went from 4.8 to 7.4 to 4.5. We will continue to create safe and welcome learning environments where students attend and are connected to school. Our chronic absenteeism was 4.04% in 2016-17. Despite having a good overall attendance rate (95%), we continue to place a high priority on those chronically absent students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We had no expulsions in OUSD. Suspension rate data varies widely among district and school type and student group. For the Suspension Rate Indicator, the desired outcome and goal is to have a low suspension rate. The OUSD suspension rate for all students was in the medium range (yellow). OUSD had a 2.7% suspension rate. This was a very slight drop of .1%. The suspension rate for English Learners (1.2%), Asians (0%), and Hispanics (1.5%) was either low or very low. The suspension rate for Socioeconomically Disadvantaged (3.5%), Students with Disabilities (3.7%), and White (3.2%) was medium.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We had no significant differences between budgeted expenditures and estimated actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In 2015-16 we incorrectly reported our chronic absenteeism as 13%. (We had been calculating the percent based on both excused absences and unexcused absences.) Our 2016-17 rate was 4.04%. We will continue, however, to bring attention to attendance especially chronic absenteeism. We will investigate options in addition to SARB, which can sometimes feel punitive. We will also take a closer look at chronically absent early elementary students. Goals 2.1, 2.2, and 2.3 will address this area in the 2017-18 LCAP. Looking at survey results for school safety, it is important that we investigate why only 61% of juniors in high school report feeling safe at school compared to 82% of 7th grade students.

Goal 3

Engage parents and families to support student success in school

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Sites will track attendance at parent conferences, Back to School Nights, Open House, and other events with the expectation of a minimum of 75% of families at parent conferences and a minimum of 50% at Back to School Nights and Open Houses. Sites will communicate with parents at least once per month. Site administration will monitor SSC to ensure 100% compliance with state/federal laws. Each site will have at least one parent/guardian member representative at all DELAC (COPA), Parent Advisory Committee, and Stakeholder meetings.	Attendance at elementary parent conference was 98%. At least half of our families attended Back to School Nights and Open Houses at all sites. All sites communicated with parents at least once per month. Site administrators monitored the SSC to ensure compliance with state and federal regulations. Each site had parent representatives at all required meetings.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

Actions/Services	PLANNED	ACTUAL
	3.1 Increase and improve parent/guardian communication through website, phone outreach, mailings, and meetings. Investigate using *Home & School Connection: Working Together for Student Success.* Upgrade inadequate electrical systems for modern technology in order to accomplish this. This will include simultaneous translation	The district had increased and improved parent/guardian communication. The communication was been through the websites, newsletters, ConnectEd (Blackboard), mailings, and meetings. The elementary sites distributed a monthly published newsletter to all parents in Spanish and English. Each month had timely and helpful topics.

	with headsets at meetings where Spanish-speaking parents are in attendance.	
Expenditures	BUDGETED $7,500 printing, Connect Ed, translation (Unrestricted general fund, services) $4.000 headsets (Unrestricted general fund, and Rotary grant) Amount TBD for electrical by Citizens Oversight Committee (Bond)	ESTIMATED ACTUAL $2,500 ParentEdge (Matilija and Nordhoff) $7,300 printing, Connect Ed, translation $4,000 Headsets and technology for simultaneous translation $492 Home & School Connections (K-6) $75,000 Increased and upgraded internet
Actions/Services	PLANNED 3.2 Investigate the possibility of bringing Project2Inspire 12-week program(helping parents to support students) or other parent engagement program at one site with high numbers of low income, foster youth, and English learners. In addition, initiate ParentProject at the high school.	ACTUAL Offered a four-week class from ParentProject "Teaching and Improving Parenting Skills" for parents of 7th-12th grades. Distributed a parent survey to gather parent input. The district held a parent meeting for Spanish speaking parents on immigrant rights, school safety for students, and helpful tips on dealing with the uncertainty that comes with immigrant families.
Expenditures	BUDGETED $10,000 (Adult Education Block Grant) No charge for Parent Project.	ESTIMATED ACTUAL No charge for parenting class. The facilitator volunteered his time.
Actions/Services	PLANNED 3.3 Provide opportunities for non-English speaking parents to participate in site/district activities that increase skills as partners in education. This includes a new ESL class for parents held weekly for 6 hours.	ACTUAL See 3.1. Through Adult education, the district offered an ESL class two nights per week.
Expenditures	BUDGETED $60,000 Teacher, instructional materials, and equipment (20 laptops and smartboard) (Restricted Adult Education Block Grant)	ESTIMATED ACTUAL $60,000 Teacher, instructional materials, and equipment (20 laptops and smartboard) (Restricted Adult Education Block Grant)
Actions/Services	PLANNED 3.4 Continue a monthly outreach to all Spanish-speaking parents to serve as a support entity. Parents will generate ideas for the monthly topics/speakers; Parents will evaluate the program at the end of the year and make suggestions for the following year.	ACTUAL The district held a monthly outreach to all Spanish-speaking families in the district. The meetings were held at the junior high school and facilitated by the junior high school principal. The meetings were all in Spanish. Topics included mental health, how to help your child, nutrition, and timely topics such as immigration and the legal system. (See 3.1)

| Expenditures | BUDGETED
 $1,000 speakers, printing, child care
(Restricted general fund Title I and Title III, services) | ESTIMATED ACTUAL
 $1,000 speakers, printing, child care
(Restricted general fund Title I and Title III, services) |

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We were able to implement all four actions for Goal 3 except for a portion of 3.2. We did not implement Project2Inspire.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The addition of simultaneous translation was a motivator for our Spanish-speaking community. Instead of having two meetings, one in English and one in Spanish, we now have one meeting where all attendees can participate. Our School Board meetings are now televised and can be accessed in Spanish or English.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	In general OUSD had no material differences between budgeted expenditures and estimated actual expenditures. The district upgraded inadequate electrical systems for modern technology that will ensure better and enhanced communication. However, we were unsure of the actual cost at the time of the previous LCAP. The expenditure was about $75,000, which included increased internet for all sites ($35,000), upgraded internet for Nordhoff High School ($26,000), upgraded internet for Summit Elementary ($13,200), and upgraded access points for all ($1,400).
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The district usually relies on quantifiable data. However, if we want to improve outcomes, numbers alone will probably not provide all the information we need, particularly if it is a very human endeavor like parent engagement. Hearing from people closest to the core work provides an important source of information in an informal way. Surveys and focus groups provide opportunities to gather information in a more formal way. We will develop and use the results of a parent survey to analyze what is working well and what are some areas of challenge in our parent engagement arena. See 3.3 in the 2017-18 LCAP. One change will take place in the elementary arena. To help standardize the student/parent access for our low income and English learner families, our elementary computer labs will be open for four hours per week in the evenings. (3.5) We will look for additional opportunities to engage parents in training, workshops, or meetings. See 3.6 of new goals.

Goal 4

Promote student emotional and physical well-being

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Track the number of actual Bullying/Harassments incidents. Maintain percent of athletic Involvement. (2014-15-58%; 2015-16-70%) Increase by 1% in 2016 in each grade meeting Healthy Fitness Zone based on PFT in 2014- 22.7% (5th); 48.9% (7th); 58.2% (9th) Track mental health counseling referrals. (Mental Health Referrals: 2014-15-113 new clients from Sept.-April; 2015-16-117 new clients from Sept.-April) Provide and track healthy food choices by Nutrition Services. (Average number of breakfasts/lunches served: 2014-15-530/845; 2015-16-497/842)	Bullying/Harassments incidents through April 30: 83 Forms/26 Actual incidents of bullying (In 2015-16, 57 forms were filled out.) Athletic Involvement (includes multi-sport athletes): 81% 2016 Physical Fitness Test *Healthy Fitness Zone*: 33.1% (5th); 41.3% (7th); 53.8% (9th) Mental Health Counseling referrals: 142 Average number of breakfasts/lunches served in 2016-17: 540/830 (21%/33%) 2014-15: 20%/32% 2015-16: 19%/32%

ACTIONS / SERVICES

Action 4

Actions/Services

PLANNED	ACTUAL
4.1 Continue to work collaboratively with school districts, farmers, and the community to get more nutritious, fresh, seasonal and local foods into school meals; integrate school	Collaborated with five Ventura County School districts to provide more nutritious, fresh, seasonal foods for school meals. Partnered with Steel Acres Farm to purchase local, seasonal produce. Steel Acres also provided tours for the

	gardens into on-site programming. Provide nutrition education and agricultural literacy throughout the K-12 curriculum. Continue the Harvest of the Month program.	Environmental Field Studies program at Nordhoff High School. Meiners Oaks School was awarded an Equipment Assistance Grant from USDA.
Expenditures	BUDGETED USDA Grant VC F2S Grant	ESTIMATED ACTUAL USDA Grant: $6,705.00 VC F2S Grant: $22,000
[Actions/Services](#)	PLANNED 4.2 Continue to provide bully prevention training.	ACTUAL One site had 5th and 6th graders start a campaign this year by brainstorming and and voting on one rule that would forever change the site for the better. The rule was: Everyone must give at least one compliment every day. Training was provided to staff including noon duty aides at every site. Mental Health Clinician (MHC) also supported bullying/harassment investigations. MHC also provided training along with a school board member to all secondary educators regarding LGBTQ information/bullying. All sixth grade students received two sessions of Girls Empowerment/Boys Integrity to address bullying, self-esteem, choices and effective communication.
Expenditures	BUDGETED $2,000 speakers and training (Unrestricted general fund, services and training)	ESTIMATED ACTUAL See 2.1 $76,718 Mental Health Clinician (MHC) 1.0 FTE (Restricted general fund, classified support mental health, special education, Medi-Cal)
[Actions/Services](#)	PLANNED 4.3 Partner with local agencies (First Five, Food for Thought, Clinicas); Adhere to District Wellness Plan; Meet at least four times per year.	ACTUAL The district continued to partner with local agencies. Although all staff worked toward meeting the requirements in the district Wellness Plan, the Wellness Committee no longer met.
Expenditures	BUDGETED No cost	ESTIMATED ACTUAL No cost
[Actions/Services](#)	PLANNED 4.4 Provide mental and physical health support for all students but especially low income students, foster youth, and English learners. Identify and administer social/emotional assessments in order to target the needs of these students such as the adverse effects of school mobility.	ACTUAL MHC provided training to staff regarding identifying mental health difficulties and how they impact a student in the classroom setting. MHC participated in meetings with parents, students and administrators to address mental health such as during a re-entry meeting after a suspension. MHC provided direct services to special education students in individual and group therapy. At Matilija, MHC ran an on-going group to help students who had behavior issues on multiple occasions. Students explored choices and discussed barriers to success. MHC provided support to parents/teachers regarding healthy coping skills, stress

		management. MHC spoke about mental health to all Spanish speaking parents at their monthly meeting. MHC provided training to staff, students, parents in SafeTALK (Suicide Awareness for Everyone) MHC trained staff on suicide and homicide prevention and investigation. MHC gave training and legal updates to SST/504 coordinators. District Nurse (DN) worked with families and staff on diabetes education for newly diagnosed students. DN distributed and trained staff on Epi Pens. DN dispensed information on vaccines, lice, and ringworm.
Expenditures	BUDGETED See 2.1 $76,718 Mental Health Clinician 1.0 FTE (Restricted general fund, classified support mental health, special education, Medi-Cal) Counselor (Medi-Cal School-Based funds) MFT Interns (HELP of Ojai grant) $29,068 District nurse .45FTE (Unrestricted pupil support health service, special education)	ESTIMATED ACTUAL $77,423 Mental Health Clinician 1.0 FTE $29,409 District nurse .45 FTE

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The district implemented all the actions and services in this goal. OUSD, the parents, and the community place a high priority on mental and physical health.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Nutrition Services has worked collaboratively with school districts, farmers, and the community to get more nutritious, fresh, seasonal and local foods into school meals; Our priority has been integrate school gardens into on-site programming. OUSD provided nutrition education and agricultural literacy throughout the K-12 curriculum. The Harvest of the Month program continued to be a success.
	Our mental health interns and trainees had 128 new counseling referrals. Our Mental Health Clinician, who oversees the interns and trainees, also had 14 additional new counseling referrals. Fortunately our students continue to access mental health services as shown by these numbers.
	After analyzing our anti-bullying campaign, we found that our efforts have been effective. We had just 26 incidents of actual bullying, which is a very small percent of our total enrollment. Some of our interventions included parent conference, detention, counseling, mediation, suspension, and education.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences between budgeted expenditures and estimated actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	As a result of stakeholder engagement, review of progress, and analysis, no significant changes will be made to this goal. The district will continue to track the number of actual incidents of bullying or harassment compared to the number of completed forms.
	In 2016-17 LCAP the district compared percent of students meeting six of six fitness standards (aerobic capacity, abdominal strength and endurance, upper body strength and endurance, body composition, trunk extensor strength, and flexibility) on the PFT in grades 5, 7, and 9. The district will investigate why the percent of students meeting six out of six physical fitness areas increases with each level. Why do only a third of our fifth grade students (33.1%) meet all areas of the healthy fitness zone? This is an area that will require our attention especially at the 1-6 level. (See 4.4 of the 2017-18 LCAP.)
	Our Nutrition Services Department will continue to work closely with district administration on healthy eating, nutrition, and programs to promote exercise and good food choices. We will begin measuring the **percent** of meals served by nutrition services rather than number of meals. This will reflect our declining enrollment. OUSD and Food for Thought have partnered to hire a 20-hour/week Nutrition Specialist for the 2017-18 school year.
	Because physical and mental health is a high priority for parents, the community, and staff, OUSD will continue with this emphasis. When reviewing the past goals, OUSD will make few changes in the health and wellness goal. This is an area that all stakeholders including parents, community, students, and staff fully embrace.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

August and September 2016 - Reintroduced the LCAP at Back to School Nights. Created a district brochure summarizing the Local Control Funding Formula, the Local Control Accountability Plan, the four goals, and the benefit of stakeholder input.   Participants: Teachers, parents, students, site and district administration
September 2016- Review the eight priorities, the LCAP timeline, and 2016-17 goals at the Leadership Team meeting. Discuss the cycle of inquiry. Participants: Directors, District Administration, Site Administration
September 2016: ELAC meetings: Reintroduce the LCAP, review the eight priorities, the LCAP timeline, and 2016-17 goals.   Discuss the cycle of inquiry. (Participants: Spanish-speaking parents, site principals, district administration
September-January- District administration attended all initial School Site Council meetings to reintroduce the LCAP, review the eight priorities, the LCAP timeline, and 2016-17 goals.   Discuss the cycle of inquiry. Participants: parents, students, teachers, classified staff, principal, district administration
September – January- Spanish-speaking Parent Outreach (COPA) to reintroduce the LCAP and review the 2016-17 goals. Participants: Spanish-speaking parents, site principals, community
January 17, 2017-Special budget session with the board and stakeholders. Assistant Superintendent presented an overview of current year revenue and future projections. This included a discussion of funding sources including our Local Control Funding Formula. Participants: board members, community, union representatives, district administration
February 8, 2017-General Stakeholder meeting held at the District Office. Summarized the LCAP process, reviewed the eight priorities, examined and commented on the four 2016-17 goals, and gathered input from participants. Participants: District administration, parents, teachers, community members
February 2017 Leadership Meeting: Discussed the Dashboard and how it will interface with the LCAP process. Participants: Directors, District Administration, Site Administration
March 7, 2017 School Board meeting: Summarized the LCAP process including a timeline, reviewed the eight priorities, and answered board members questions. Participants: board members, community, union representatives, district administration
March 20, 2017-General stakeholder meeting held at Meiners Oaks school. Participants gave informal input on ideas and strategies for 2017-18. Participants: district administration, school board member, teachers, parents
April 2017-Stakeholder meeting: We reviewed the eight priorities, looked at this year's LCAP, discussed the four goals and the metrics. Both teachers and elementary leadership provided input on ideas and strategies for next year's LCAP. Participants: Principals, teachers, union reps
May 1, 2017 Met with Business Office staff to clarify budgets, clarify goals, and review the process for the LCAP.
May 24, 2017 Superintendent and District Administration met with Parent Advisory Committee. The group reviewed and discussed the draft, and the superintendent provided written responses to inquiries and questions. Participants: Superintendent, district administration, parents, community members
June 6, 2017 Held LCAP and budget public hearing
June 27, 2017 Submitted the LCAP to the Governing Board for approval

IMPACT ON LCAP AND ANNUAL UPDATE

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

As a result of feedback and input from stakeholders, awareness of the LCAP process increased among groups: teachers, classified staff, parents, community, union, and students. This engagement of stakeholders gave heightened credibility and value to the process. Many roles were clarified especially the role of parents of unduplicated students. During the 2016-17 SY, a team approach was emphasized during the LCAP process. Based on feedback from multiple groups---union and teachers especially---more explanation was needed about base and supplemental funding. Those two elements were clarified at all subsequent sessions with stakeholders.

Input from groups indicated the need to continue several themes in the district:
1. Physical and mental health is important for student success.
2. Communication and parent involvement must be stressed at all levels.
3. In order to prepare students for college/career, the district must work toward smaller class sizes giving more individualized attention that a larger class may not be able to provide. A new theme also emerged: the need to ensure that all students have access to technology.

Feedback from stakeholders indicated a need to build on what we currently have in place for intervention for at-risk students. In addition, we added two actions under Goal 1 for the 2017-18 LCAP: 1) Increase access to technology for all students (1.5) and 2) Emphasize early literacy in the primary grades (1.6).

An area of need identified at all levels was mental and physical health. With an increasing focus on emotional well-being, the district will continue to provide a mental health clinician who will oversee all aspects of mental health: referrals, anti-bullying, coordination of mental health interns, and mediation when needed. All can be found in Goal 4 beginning on p. 58.
All stakeholders felt that the district should continue to aggressively promote healthy lifestyle and healthy eating. This is reflected in many of the actions in the last goal of the LCAP. This can also be found in Goal 4 beginning on p.58.

Based on anecdotal evidence, notes at meetings, conversations, and discussions, stakeholders have felt empowered and continue to be valuable participants in the entire LCAP process.

Goals, Actions, & Services

Strategic Planning Details and Accountability

| ☐ New | ☐ Modified | ☒ Unchanged |

| **Goal 1** | Increase student achievement in ELA, math, and literacy which includes providing instructional materials, and quality teachers while preparing students to be college and career ready. |

<u>State and/or Local Priorities Addressed by this goal:</u>	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL Single Plans for Student Achievement; OUSD Technology Plan
<u>Identified Need</u>	Increased student achievement and increased college and career readiness. This is especially true in mathematics as evidenced by the CAASPP scores, *Distance from Level 3* for grades 3-8 and grade 11. In addition, the summative achievement data shows a need for increased professional development in math, ELA, English Language Development, and pedagogy. Anecdotal evidence and site administration surveys suggest the need to increase technology access for all students.

<u>EXPECTED ANNUAL MEASURABLE OUTCOMES</u>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3rd-8th CAASPP ELA Distance from Level 3 (Dashboard)	9.9 points below	9 points below	8.5 points below	8 points below
3rd-8th CAASPP math Distance from Level 3 (Dashboard)	31.8 points below	31 points below	30.5 points below	30 points below
Graduation rate (Data Quest)	90.6 % (2015-16)	91%	91.5%	92%
A-G completion (Local)	55%	56%	57%	58%
AP pass rate (College Board)	63%	63.5%	64%	64.5%
11th CAASPP ELA Distance from Level 3 (Dashboard)	27.4 points above	28 points above	29 points above	30 points above
11th CAASPP math Distance from Level 3 (Dashboard)	44 points below	43.5 points below	43 points below	42.5 points below
Career Technical Education Pathway completion	N/A			

English Learner Progress (Dashboard)	81.5%	81.6%	81.7%	81.8%
NGSS	N/A	N/A	N/A	Scores from spring 2019
Sufficient instructional materials (Williams)	100%	100%	100%	100%
Highly qualified teachers with authorization to teach ELD. (Compliance, Monitoring, Intervention, and Sanctions)	100%	100%	100%	100%
Academic Performance Index (API)	N/A	N/A	N/A	N/A

[PLANNED ACTIONS / SERVICES](#)

Action   **1.1**

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

[Students to be Served](#)	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

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

[Students to be Served](#)	☒ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☒ Specific Grade spans:K-5_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Offer a summer school program for English learners for grades K-5.	Offer a summer school program for English learners for grades K-5.	Offer a summer school program for English learners for grades K-5.

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$40,000	Amount	$40,000	Amount	$40,000
Source	Title III; Title I	Source	Title III; Title I	Source	Title III; Title I
Budget	Personnel (certificated/classified)	Budget Reference	Personnel (certificated/classified)	Budget Reference	Personnel (certificated/classified)

Reference

Instructional materials	Instructional materials	Instructional materials

Action **1.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Offer differentiated instruction and a multi-tiered system of supports before, during, and after school (academic and behavioral) to address students' academic and emotional needs including interventions for high risk students and for those students who are struggling academically.	Offer differentiated instruction and a multi-tiered system of supports before, during, and after school (academic and behavioral) to address students' academic and emotional needs including interventions for high risk students and for those students who are struggling academically.	Offer differentiated instruction and a multi-tiered system of supports before, during, and after school (academic and behavioral) to address students' academic and emotional needs including interventions for high risk students and for those students who are struggling academically.

2017-18	2018-19	2019-20
Amount	$325,000	Amount	$325,000	Amount	$325,000

Source	Title I, Title II (CSR), LCFF	Source	Title I, Title II (CSR), LCFF	Source	Title I, Title II (CSR), LCFF
Budget Reference	Personnel: certificated and classified Instructional materials including technology	Budget Reference	Personnel: certificated and classified Instructional materials including technology	Budget Reference	Personnel: certificated and classified Instructional materials including technology

Action   **1.3**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide professional development and training to ensure that at-risk learners receive support in accessing core content. Utilize VCOE for continued content training for both certificated and classified staff to address the needs of significant student groups.	Provide professional development and training to ensure that at-risk learners receive support in accessing core content. Utilize VCOE for continued content training for both certificated and classified staff to address the needs of significant student groups.	Provide professional development and training to ensure that at-risk learners receive support in accessing core content. Utilize VCOE for continued content training for both certificated and classified staff to address the needs of significant student groups.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $55,000	Amount $56,000	Amount $57,000

Source	Title I Title III	Source	Title I Title III	Source	Title I Title III
Budget Reference	Professional development Conferences, Services	Budget Reference	Professional development Conferences, Services	Budget Reference	Professional development Conferences, Services

Action **1.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Recruit and retain highly trained staff who will ensure access for every student to CA Common Core State Standards-aligned materials including digital materials with embedded assessments.	Recruit and retain highly trained staff who will ensure access for every student to CA Common Core State Standards-aligned materials including digital materials with embedded assessments.	Recruit and retain highly trained staff who will ensure access for every student to CA Common Core State Standards-aligned materials including digital materials with embedded assessments.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$30,000 Induction $150,000 CCSS-aligned instructional materials.	Amount	$32,000 Induction $160,000 CCSS-aligned instructional materials.	Amount	$35,000 Induction $170,000 CCSS-aligned instructional materials.

Source	EE funds, Title I General fund, restricted lottery	Source	EE funds, Title I General fund, restricted lottery	Source	EE funds, Title I General fund, restricted lottery
Budget Reference	Induction Instructional materials including textbooks	Budget Reference	Induction Instructional materials including textbooks	Budget Reference	Induction Instructional materials including textbooks

PLANNED ACTIONS / SERVICES

Action **1.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Increase technology access for all students including low income, English learners, and foster youth.	Increase technology access for all students.	Increase technology access for all students.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$75,000	Amount	$80,000	Amount	$85,000
Source	Title I, Technology, Grants, Donations	Source	Title I, Technology, Grants, Donations	Source	Title I, Technology, Grants, Donations
Budget Reference	Upgrades to infrastructure Hardware and Software	Budget Reference	Upgrades to infrastructure Hardware and Software	Budget Reference	Upgrades to infrastructure Hardware and Software

Personnel (classified, certificated)	Personnel (classified, certificated)	Personnel (classified, certificated)

Action **1.6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served — ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s) — ☐ All schools ☐ Specific Schools:_____ ☒ Specific Grade spans:K-2

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served — ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services — ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) — ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Focus on early literacy in primary grades especially targeting low income students and English learners. Use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or similar formative assessment.	Focus on early literacy in primary grades especially targeting low income students and English learners. Use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or similar formative assessment.	Focus on early literacy in primary grades especially targeting low income students and English learners. Use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or similar formative assessment.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$12,000	Amount	$15,000
Source	Title I, Sp. Ed., LCFF	Source	Title I, Sp. Ed., LCFF, Title IIA	Source	Title I, Sp. Ed., LCFF, Title IIA

Budget Reference	Instructional materials	Budget Reference	Instructional materials, training	Budget Reference	Instructional materials, training

Action **1.7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools	☐ Specific Schools:	☒ Specific Grade spans:7ᵗʰ-12th

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue CTE offerings at the junior high school, at the comprehensive high school and at the continuation high school. Continue to offer a freshmen course "College and Career Foundations." Review modules for sophomore through senior year. Include targeted assistance in College and Career guidance.	Continue CTE offerings at the junior high school, at the comprehensive high school and at the continuation high school. Continue to offer a freshmen course "College and Career Foundations." Review modules for sophomore through senior year. Include targeted assistance in College and Career guidance.	Continue CTE offerings at the junior high school, at the comprehensive high school and at the continuation high school. Continue to offer a freshmen course "College and Career Foundations." Review modules for sophomore through senior year. Include targeted assistance in College and Career guidance.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$11,000	Amount	$12,000	Amount	$13,000

$125,000	$105,000	$100,000 (est.)
Source VC Innovates grant College/Career specialist CTE funding	**Source** VC Innovates grant College/Career specialist CTE funding	**Source** College/Career specialist CTE funding
Budget Reference Unrestricted general fund classified support Certificated salary	**Budget Reference** Unrestricted general fund classified support Certificated salary	**Budget Reference** Unrestricted general fund classified support Certificated salary

Action **1.8**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: Matilija Junior High School ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Offer an NGSS (science) support class	Offer an NGSS (science) support class	Offer an NGSS (science) support class

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $15,000	**Amount** $15,000	**Amount** $15,000

Source	Title I	Source	Title I	Source	Title I
Budget Reference	Certificated salary	Budget Reference	Certificated salary	Budget Reference	Certificated salary

☐ New   ☐ Modified   ☒ Unchanged

Goal 2 | Create safe and welcome learning environments where students are engaged and connected to school.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Students must be engaged and present at school in order to achieve. It is important to address the needs of students that are barriers to learning and overall well-being. If school safety is improved, then ultimately school attendance, academic performance and behavior will improve.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District-wide attendance rate using P2. (CALPADS)	95%	95%	95%	95%
Middle school drop out rate (DataQuest)	2 students	1	0	0
High school drop out rate (DataQuest)	4.5%	4%	3.5%	3%
Suspensions (Dashboard)	3.0%	2.5%	2%	2%

Expulsions (DataQuest)	0	Maintain	Maintain	Maintain
Chronic absentees (CALPADS)	4.04%	4%	3.75%	3.50%
School climate index (California Healthy Kids Survey)	471/500: Matilija 350/500: Nordhoff	475/500: Matilija 355/500: Nordhoff	480/500: Matilija 360/500: Nordhoff	485/500: Matilija 365/500: Nordhoff
Facilities Inspection Tool (SARC)	Good	Good	Good	Good

Action **2.1**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide counseling for those students who have not made adequate progress on the CAASPP or demonstrate attendance problems such as chronic absenteeism or behavior issues such as suspensions.	Provide counseling for those students who have not made adequate progress on the CAASPP or demonstrate attendance problems such as chronic absenteeism or behavior issues such as suspensions.	Provide counseling for those students who have not made adequate progress on the CAASPP or demonstrate attendance problems such as chronic absenteeism or behavior issues such as suspensions.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$250,000	Amount	$250,000	Amount	$250,000
Source	Restricted general fund, MediCal	Source	Restricted general fund, MediCal	Source	Restricted general fund, MediCal

| Budget Reference | Classified support mental health, special education,(Counselors and mental health clinician) | Budget Reference | Classified support mental health, special education,(Counselors and mental health clinician) | Budget Reference | Classified support mental health, special education,(Counselors and mental health clinician) |

Action **2.2**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Ensure that the Homeless/Foster Youth liaison has the time, knowledge, and resources to fully execute the responsibilities. Provide a stipend for services.	Ensure that the Homeless/Foster Youth liaison has the time, knowledge, and resources to fully execute the responsibilities. Provide a stipend for services.	Ensure that the Homeless/Foster Youth liaison has the time, knowledge, and resources to fully execute the responsibilities. Provide a stipend for services.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000 (.125 FTE)	Amount	$5,000	Amount	$2,500
Source	Restricted Title I	Source	Restricted Title I	Source	Restricted Title I

Budget Reference	Certificated salary	Budget Reference	Certificated salary	Budget Reference	Certificated salary

Action **2.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Promote opportunities and incentives to increase attendance rates and decrease unproductive behavior at all sites. Utilize community volunteers as mentors to students in order to enhance student connectedness.	Promote opportunities and incentives to increase attendance rates and decrease unproductive behavior at all sites. Utilize community volunteers as mentors to students in order to enhance student connectedness.	Promote opportunities and incentives to increase attendance rates and decrease unproductive behavior at all sites. Utilize community volunteers as mentors to students in order to enhance student connectedness.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Unrestricted general fund	Source	Unrestricted general fund	Source	Unrestricted general fund

Budget Reference	Certificated hourly, Contracted Services (SARB, Saturday School)	Budget Reference	Certificated hourly, Contracted Services (SARB, Saturday School)	Budget Reference	Certificated hourly, Contracted Services (SARB, Saturday School)

Action **2.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Ensure safe school and work environments by providing student orientations and trainings on responsible digital citizenship and internet safety, by monitoring the school safety plans, and by maintaining clean and well-maintained learning environments.	Ensure safe school and work environments by providing student orientations and trainings on responsible digital citizenship and internet safety, by monitoring the school safety plans, and by maintaining clean and well-maintained learning environments.	Ensure safe school and work environments by providing student orientations and trainings on responsible digital citizenship and internet safety, by monitoring the school safety plans, and by maintaining clean and well-maintained learning environments.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	No cost; part of administrative duties	Amount	No cost; part of administrative duties	Amount	No cost; part of administrative duties
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

☐ New	☐ Modified	☒ Unchanged

Goal 3	Engage parents and families to support student success in school

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Consistent communication with parents/guardians is critical to the academic success of their children. Based on myriad studies that when parents are engaged in the academic careers of their children, the students are more likely to attend school regularly; have better social and behavioral skills; compete classwork and earn credits; perform better on tests and earn better grades; and graduate more often and go to college.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance at site events (Local)	Minimum attendance of 50%	Minimum attendance of 55%	Minimum attendance of 60%	Minimum attendance of 65%
Communication with parents (Local)	At least once/month	At least twice/month	At least three times/month	At least once/week
Monitor School Site Council (SPSA)	100% compliance with state and federal laws	100% compliance with state and federal laws	100% compliance with state and federal laws	100% compliance with state and federal laws
Attendance at district meetings (Local)	At least one parent/guardian from each site at district events/meetings	At least one parent/guardian from each site at district events/meetings	At least one parent/guardian from each site at district events/meetings	At least one parent/guardian from each site at district events/meetings

PLANNED ACTIONS / SERVICES

Action **3.1**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue a monthly outreach to all Spanish-speaking parents to serve as a support entity. Parents will generate ideas for the monthly topics/speakers.	Continue a monthly outreach to all Spanish-speaking parents to serve as a support entity. Parents will generate ideas for the monthly topics/speakers.	Continue a monthly outreach to all Spanish-speaking parents to serve as a support entity. Parents will generate ideas for the monthly topics/speakers.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	Title I and Title III	Source	Title I and Title III	Source	Title I and Title III

Budget Reference	Contracted services	Budget Reference	Contracted services	Budget Reference	Contracted services

Action **3.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide opportunities for non-English speaking parents and low income parents to participate in site/district activities that increase skills as partners in education. (ESL class for parents; kindergarten readiness training for Head Start and NfL scholarship parents)	Provide opportunities for non-English speaking parents and low income parents to participate in site/district activities that increase skills as partners in education. (ESL class for parents; kindergarten readiness training for Head Start and other preschool parents)	Provide opportunities for non-English speaking parents and low income parents to participate in site/district activities that increase skills as partners in education. (ESL class for parents; kindergarten readiness training for Head Start and other preschool parents)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Adult education block grant	Source	LCFF	Source	LCFF

Budget Reference	NfL
	Instructional materials Publicity, printing

Budget Reference	Title I
	Instructional materials Publicity, printing, contracted services

Budget Reference	Title I
	Instructional materials Publicity, printing, contracted services

Action **3.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Increase and improve parent/guardian communication through website, phone outreach, mailings, social media, a parent survey and meetings. This will include simultaneous translation with headsets at meetings where Spanish-speaking parents are in attendance.	Increase and improve parent/guardian communication through website, phone outreach, mailings, social media, a parent survey and meetings. This will include simultaneous translation with headsets at meetings where Spanish-speaking parents are in attendance.	Increase and improve parent/guardian communication through website, phone outreach, mailings, social media, a parent survey and meetings. This will include simultaneous translation with headsets at meetings where Spanish-speaking parents are in attendance.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$10,000	Amount	$10,000

Source	General fund	Source	General fund	Source	General fund
Budget Reference	Printing Translation Technology	Budget Reference	Printing Translation Technology	Budget Reference	Printing Translation Technology

Action **3.4**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement ParentProject for parents of students in grades 7-12. Investigate additional opportunities for parent classes.	Implement ParentProject for parents of students in grades 7-12. Investigate additional opportunities for parent classes.	Implement ParentProject for parents of students in grades 7-12. Investigate additional opportunities for parent classes.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No cost (Volunteer teacher)	Amount	No cost (Volunteer teacher)	Amount	No cost (Volunteer teacher)
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 3.5

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools: Elementary Sites ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: Elementary Sites ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide opportunities for non-English speaking parents and low income parents (and students) to have access to the computer labs during the evening at all five elementary sites four hours per week.	Provide opportunities for non-English speaking parents and low income parents (and students) to have access to the computer labs during the evening at all five elementary sites four hours per week.	Provide opportunities for non-English speaking parents and low income parents (and students) to have access to the computer labs during the evening at all five elementary sites four hours per week.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$22,520	Amount	$22,520	Amount	$22,520
Source	Ojai Education Foundation and Title I	Source	Title I	Source	Title I
Budget Reference	Certificated and classified hourly Software	Budget Reference	Certificated and classified hourly	Budget Reference	Certificated and classified hourly Software

Hardware	Software Hardware	Hardware

Action   **3.6**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools: Elementary Sites ☐ Specific Grade spans:_____

<div align="center">OR</div>

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: Elementary Sites ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Administration will reread *Pathway to Parent Engagement: The Administrator's Guidebook*	Research other practical guides for initiating ongoing parent interaction.	Research other practical guides for initiating ongoing parent interaction.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	No Cost	Amount	Cost of Publications	Amount	Cost of Publications
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

	New		Modified		☒ Unchanged

Goal 4	Promote student emotional and physical well-being

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Encourage a healthy lifestyle among students and their families. It is important that the district provide the critical developmental supports and opportunities that promote healthy growth and learning. The district should assess health risks, physical health, resilience and youth development, and social emotional health.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Bullying/Harrassment incident forms/actual incidents (Local)	83 forms filled out/26 actual incidents	80/25	75/22	75/20
Athletic Involvement in high school (Local)	81%	80%	80%	80%
Healthy Fitness Zones in all six areas (Physical Fitness Test, DataQuest)	5th grade: 33.1% 7th grade: 41.3% 9th grade: 53.8%	5th grade: 34% 7th grade: 42% 9th grade: 54%	5th grade: 35% 7th grade: 43% 9th grade: 55%	5th grade: 36% 7th grade: 44% 9th grade: 56%
Mental Health Counseling referrals (Local)	142 new clients	140 new clients	130 new clients	130 new clients
Healthy food choices: average per day (Local)	21%/33% (breakfast/lunch)	22%/34%) (breakfast/lunch)	23%/35%) (breakfast/lunch)	23%/35%) (breakfast/lunch)

Action   **4.1**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide mental and physical health support for all students but especially for low income, special education and foster youth.	Provide mental and physical health support for all students but especially for low income, special education and foster youth.	Provide mental and physical health support for all students but especially for low income, special education and foster youth.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$100,000	Amount	$100,000	Amount	$100,000
Source	Restricted, general fund, classified support mental health, special education, Medi-Cal, pupil support, health service.	Source	Restricted, general fund, classified support mental health, special education, Medi-Cal, pupil support,	Source	Restricted, general fund, classified support mental health, special education, Medi-Cal, pupil support, health service.

Budget Reference		Budget Reference	health service.	Budget Reference	
	Nurse, mental health clinician (2.1)		Nurse, mental health clinician (2.1)		Nurse, mental health clinician (2.1)

Action **4.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to work collaboratively with school districts, farmers, and the community to get more nutritious, fresh, seasonal and local foods into school meals; integrate school gardens into on-site programming. Provide nutrition education and agricultural literacy throughout the K-12 curriculum. Continue the Harvest of the Month program. This includes hiring a new Nutrition Specialist/Educator.	Continue to work collaboratively with school districts, farmers, and the community to get more nutritious, fresh, seasonal and local foods into school meals; integrate school gardens into on-site programming. Provide nutrition education and agricultural literacy throughout the K-12 curriculum. Continue the Harvest of the Month program.	Continue to work collaboratively with school districts, farmers, and the community to get more nutritious, fresh, seasonal and local foods into school meals; integrate school gardens into on-site programming. Provide nutrition education and agricultural literacy throughout the K-12 curriculum. Continue the Harvest of the Month program.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $10,000 & $22,000	Amount $10,000 & $22,000	Amount $10,000 & $22,000

Source	F2S Grant, Food for Thought donation, General fund	Source	Grants	Source	Grants
Budget Reference	Contracted Services, Nutrition Services	Budget Reference	Contracted Services, Nutrition Services	Budget Reference	Contracted Services, Nutrition Services

Action **4.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to provide bully-prevention training.	Continue to provide bully-prevention training.	Continue to provide bully-prevention training.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Unrestricted general fund	Source	Unrestricted general fund	Source	Unrestricted general fund
Budget Reference	Speakers and training	Budget Reference	Speakers and training	Budget Reference	Speakers and training

PLANNED ACTIONS / SERVICES

Action   **4.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Elementary Sites ☐ Specific Grade spans: Grades 1-6

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide a minimum of 200 minutes every two weeks of PE instruction in grades 1-6 monitored by site administration.	Provide a minimum of 200 minutes every two weeks of PE instruction in grades 1-6 monitored by site administration.	Provide a minimum of 200 minutes every two weeks of PE instruction in grades 1-6 monitored by site administration.

BUDGETED EXPENDITURES   Unrestricted general fund

2017-18		Speakers and training		2019-20	
Amount	No cost (part of administrative duties)	Amount	No cost (part of administrative duties)	Amount	No cost (part of administrative duties)

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **4.5**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Partner with local agencies such as NfL, Food for Thought, Clinicas.	Partner with local agencies such Food for Thought, Clinicas.	Partner with local agencies such as Food for Thought, Clinicas.

BUDGETED EXPENDITURES

2017-18	Unrestricted general fund	2019-20
	Speakers and training	

Amount	No cost	Amount	No cost	Amount	No cost

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $ 1,732,853   Percentage to Increase or Improve Services: 9.52 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Supplemental funds (Goal 1: 1.1, 1.2, 1.3, 1.8; Goal 2: 2.1, 2.2; Goal 3: 3.1, 3.2, 3.5; Goal 4: 4.1) in the Ojai Unified School District are principally directed toward meeting the goals that OUSD has set for its low income pupils, foster youth, and English learners. The LEA is providing activities to promote physical and mental health, smaller classes for intervention, targeted instruction, after-school academic support, additional counseling, and teacher professional development. The **professional development** will enhance teachers' knowledge of instructional strategies for ELD and will address the needs of low socio-economic students. Further, funds expended at the district level will be used for differentiated instruction and a **multi-tiered system of supports** (academic and behavioral) before, during, and after school to address student's academic and emotional needs including interventions for high risk students and for those students who are struggling. The LEA will continue to budget for services for those needy students. The District is committed to providing **opportunities for non-English speaking parents and low income parents to participate** in sit/district activities that increase skills as partners in education. In addition, the use of the supplemental funds on a district-wide basis is the most effective use of the funds to meet the state's eight priority areas and to meet the common goals of the District and stakeholders for the unduplicated count of low income, foster youth, and English learner. The district determines efficacy based on the following supporting research and educational theory:

Multi-Tiered System of Supports: Comprehensive Framework for Implementing the CA CCSS (Posted 11-Aug-2014)

LCAP Needs Assessment Tool (Posted 03-Feb-2015

California Healthy Kids Survey

A Toolkit for Title I Parental Involvement (Posted 29-Aug-2014)

Leadership for Equity (Posted 20-Aug-2014)

Smarter Balanced Assessment Consortium

EdData

California Commission on Teacher Credentialing (PDF)

5 Dimensions of Teaching and Learning: Instructional Framework (Version 4.0)

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

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

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

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

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

> **New/Modified/Unchanged:**
>
> - Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
>
> - Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
>
> - Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
>
>   - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

> **Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
    - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    - b. Mathematics – CCSS for Mathematics
    - c. English Language Development (ELD)
    - d. Career Technical Education
    - e. Health Education Content Standards
    - f. History-Social Science
    - g. Model School Library Standards
    - h. Physical Education Model Content Standards
    - i. Next Generation Science Standards
    - j. Visual and Performing Arts
    - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

    (a) "Chronic absenteeism rate" shall be calculated as follows:

        (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

    (b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

    (c) "High school dropout rate" shall be calculated as follows:

        (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

        (2) The total number of cohort members.

        (3) Divide (1) by (2).

    (d) "High school graduation rate" shall be calculated as follows:

        (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

        (2) The total number of cohort members.

        (3) Divide (1) by (2).

    (e) "Suspension rate" shall be calculated as follows:

        (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

    (f) "Expulsion rate" shall be calculated as follows:

        (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code.* Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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