



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ojai Unified School District

CDS Code: 56725200000000

School Year: 2023-24

LEA contact information:

Sherrill Knox

Interim Superintendent

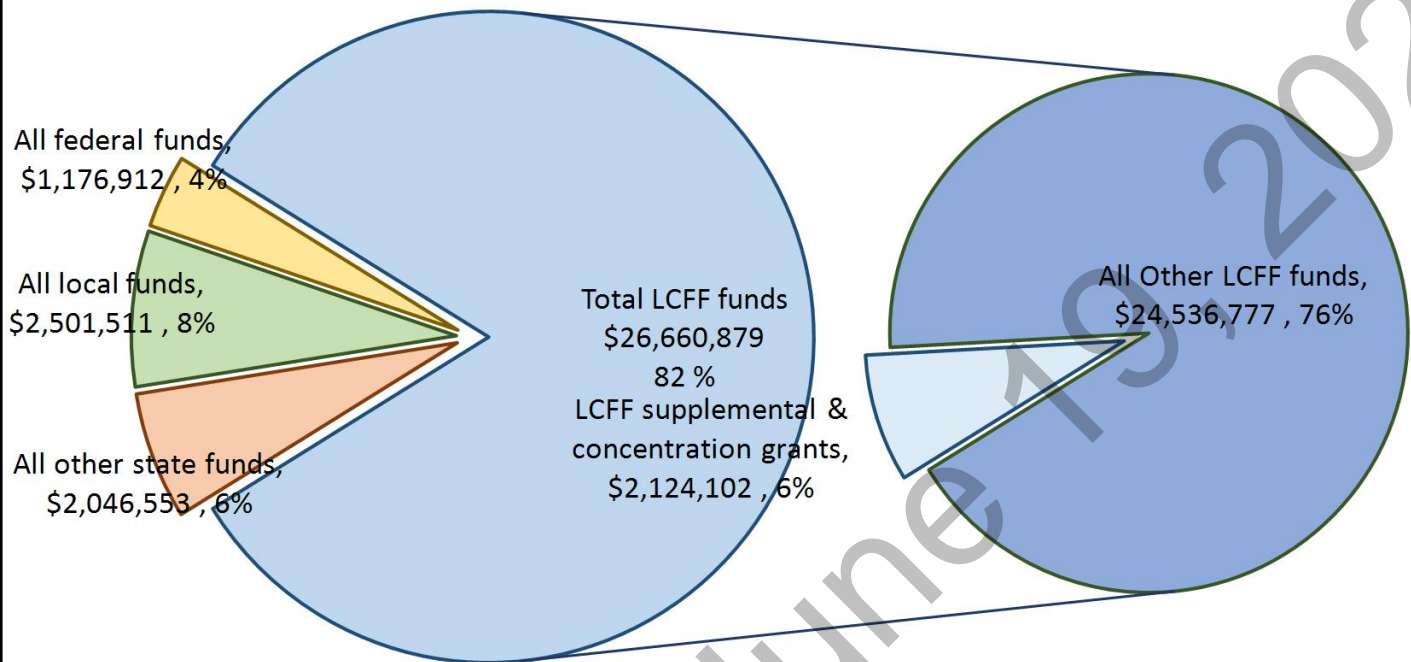
sknox@ojaiusd.org

(805) 640-4300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

# Budget Overview for the 2023-24 School Year

## Projected Revenue by Fund Source

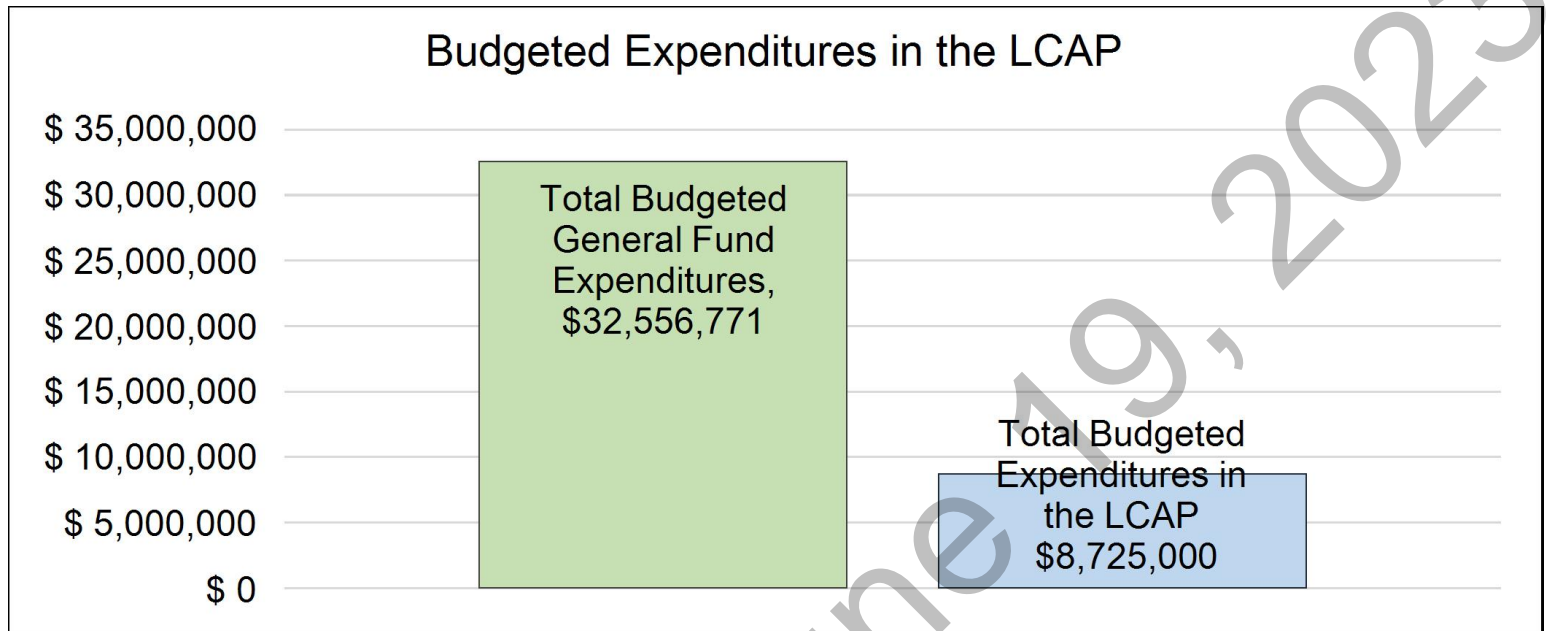


This chart shows the total general purpose revenue Ojai Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ojai Unified School District is \$32,385,855, of which \$26,660,879 is Local Control Funding Formula (LCFF), \$2,046,553 is other state funds, \$2,501,511 is local funds, and \$1,176,912 is federal funds. Of the \$26,660,879 in LCFF Funds, \$2,124,102 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Ojai Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ojai Unified School District plans to spend \$32,556,771 for the 2023-24 school year. Of that amount, \$8,725,000 is tied to actions/services in the LCAP and \$23,831,771 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures not included in the LCAP are some salaries and benefits for teachers, classified staff and administration; special education costs; some stipends and extra hours; facilities, maintenance, utilities, and operations costs; core instructional materials, core textbooks; contracted repairs/leases; contracts for technology services and software programs that support Ojai Unified operations (library system, payroll system, student information system, and educational data.) Additional funding streams not included in the LCAP:

Educator Effectiveness Block Grant - [https://drive.google.com/file/d/1B7SemW30I4bfUH2Ho8YvDSErO4-4DSDi/view?usp=share\\_link](https://drive.google.com/file/d/1B7SemW30I4bfUH2Ho8YvDSErO4-4DSDi/view?usp=share_link)

Learning Recovery Emergency Block Grant\*

Expanded Learning Opportunities Program - [https://docs.google.com/presentation/d/1dXF0hgVI0jFRx-voE2BeRdhVqob5af9JmOAFpaxqo2g/edit?usp=share\\_link](https://docs.google.com/presentation/d/1dXF0hgVI0jFRx-voE2BeRdhVqob5af9JmOAFpaxqo2g/edit?usp=share_link)

Arts, Music, and Instructional Materials Discretionary Block Grant - [https://drive.google.com/file/d/1NVLygbZh21M8dJrWXLcUZTXnSWziVFhO/view?usp=share\\_link](https://drive.google.com/file/d/1NVLygbZh21M8dJrWXLcUZTXnSWziVFhO/view?usp=share_link)

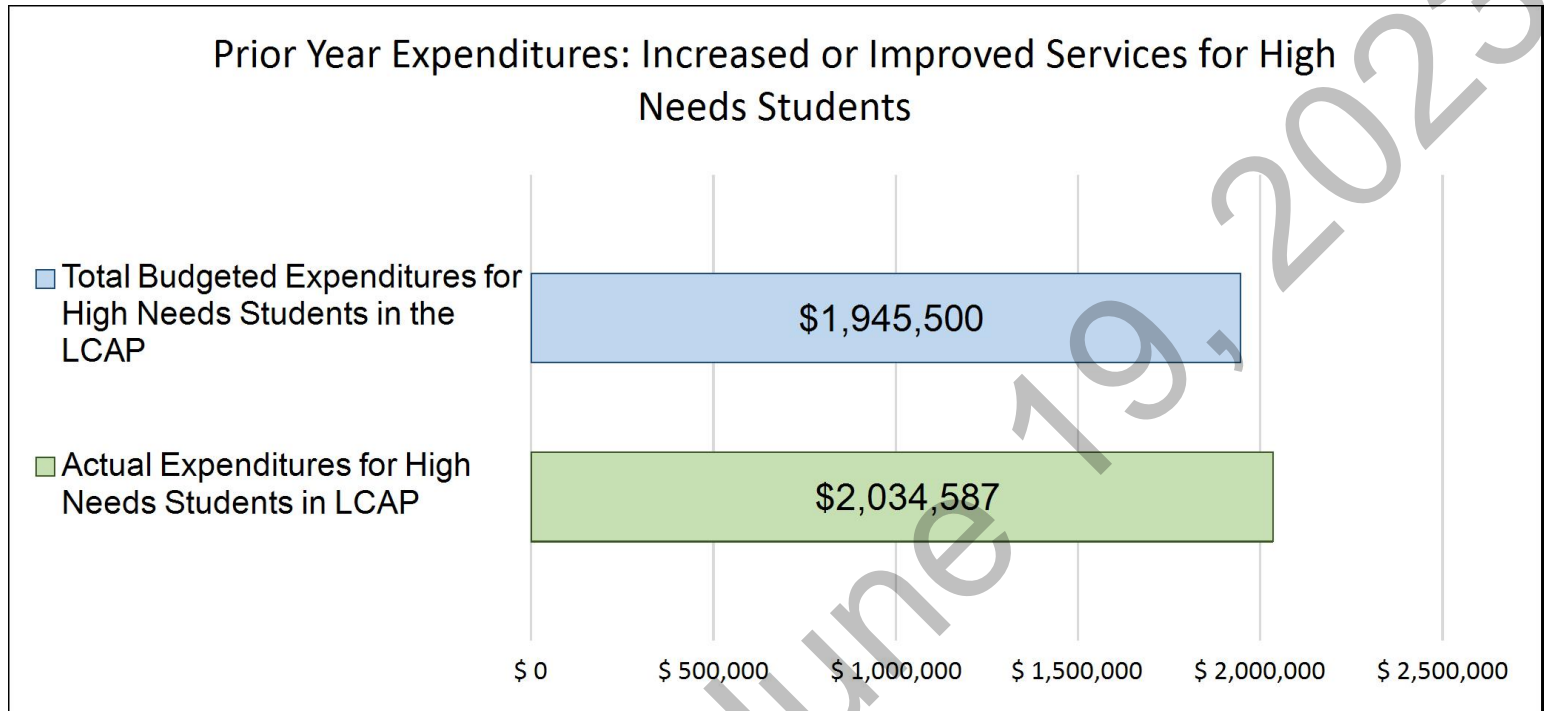
\*No plan required

## **Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year**

In 2023-24, Ojai Unified School District is projecting it will receive \$2,124,102 based on the enrollment of foster youth, English learner, and low-income students. Ojai Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ojai Unified School District plans to spend \$2,600,000 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Ojai Unified School District's LCAP budgeted \$1,945,500 for planned actions to increase or improve services for high needs students. Ojai Unified School District actually spent \$2,034,587 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$89,087 had the following impact on Ojai Unified School District's ability to increase or improve services for high needs students:

The impact of the District's focused outreach to families especially low-income, English learners, and foster youth has been a success in terms of increasing and improving services for our high needs students. The district refined an administrative position of "Coordinator, Student Services" to increase parent outreach for all. This position has also served as a critical need for our Spanish-preferred families, foster youth, and low income and homeless students and their families. The district knows that in order for our students to be successful, they need to be supported by their community as a whole including teachers, school staff, and their families. As educators, we have a responsibility to continue to find ways to support our students and families and work alongside them. The crucial role of the position is to develop stronger relationships with parents but especially parents of emerging bilinguals, low-income, foster youth, and homeless students.



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ojai Unified School District	Sherrill Knox Interim Superintendent	sknox@ojaiusd.org (805) 640-4300

## Plan Summary [2023-24]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

#### 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. Ojai Unified School 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. Because of twenty-five years of declining enrollment coupled with severe budget challenges beginning several years ago, the Governing Board chose to close some schools in February 2023. In the fall of 2023, The District will operate the following schools: Meiners Oaks Early Childhood Center (serving preschool students, 2-3 year olds, at A Place to Grow and the District's TK program), Mira Monte K-6 program, Topa Topa K-6 program and the Nordhoff Junior Senior High School serving 7-12th grades. The District also operates a continuation high school, Legacy High School, and a non-classroom-based program, Summit School, for TK/K-12th grades. According to the 2022 CA School Dashboard, the district enrollment is 2244; low-income enrollment is 42.5%; the district's English Learner enrollment is small at 7.4%; and Foster Youth enrollment is very small at .3%. 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 its highest enrollment of 4,172. Ojai Unified has had to make difficult choices in reducing personnel, closing schools, reviewing programs, and repairing facilities in order to be financially sound.

The Local Control Accountability Plan (LCAP) is greater than the sum of its parts, and it's important to look at the LCAP as a whole. It is composed of different sections; however, the following sections are interrelated:

## Reflections: Successes

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

In order to describe the successes and progress, one must look first at the CA School Dashboard. The 2022 Dashboard required the district to complete the self-reflections for each of the local indicators:

- Appropriately Assigned Teachers (Priority 1)
- Access to Curriculum-Aligned Instructional Materials (Priority 7)
- Safe, Clean, and Functional School Facilities (Priority 1)
- Implementation of State Standards (Priority 2)
- Parent and Family Engagement (Priority 3)



- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)

Based on the overall analysis of the 2022-23 LCAP, Ojai Unified's successes were found in all of the above indicators; however, the most significant success was, despite over two years of a pandemic, parent and family engagement. This was a critical component of the LCAP planning process and was robust and productive. Local educational partners possessed valuable perspectives and insights about Ojai Unified School District's programs and services, and the district incorporated these perspectives and insights in order to identify potential actions to be included in the 2023-24 LCAP.

An additional success of which the district is most proud has been our focused outreach to families especially low-income, English learners, and foster youth. Beginning in the 2021-22 school year, the district added a position of "English Learner Coordinator and Family Support". In addition to parent outreach for all in 2022-23, this position has evolved to "Coordinator, Student Services" to serve a critical need for our Spanish-preferred families, foster youth, and low income and homeless students and their families. The district knows that in order for our students to be successful, they need to be supported by their community as a whole including teachers, school staff, and their families. As educators, we have a responsibility to continue to find ways to support our students and families and work alongside them. The primary role of the position is to develop stronger relationships with parents but especially parents of emerging bilinguals, low-income, foster youth, and homeless students.

At the start of the pandemic, the district created a Family Fund. Now three years later, it is a non-profit managed by an outside board of directors. Our district homeless and foster youth liaison works closely with and will continue to partner with the non-profit to identify district needs and provide additional support. Additionally this year, the district staff provided technology support, student mental health support, and family counseling sessions. The district also offered mental health support by Care Solace, an agency that ensures that communities can access reliable, ethical, and high-quality mental health care services - no matter the circumstances. This has been especially valuable for those unduplicated students and their families.

An additional success has been our long standing partnership with Rock Tree Sky, an enrichment program in Upper Ojai. As more families learn about our growing non-classroom based program at Summit School coupled with the enrichment component, the program is thriving. This particular program, and Ojai Unified in particular, gives parents access to the best K-12 education options for their children.

Based on the Dashboard local indicators and self-reflection, each local indicator for state priorities 2, 3, 6, and 7 will show "met" on the CA School Dashboard. The success from the 2022-23 LCAP will be continued in year 3 of the 2021-2024 plan through continued efforts in Goal 1 (Priorities 3 and 6) and Goal 2 (Priorities 2 and 7). The district will continue SEL services to both students and families to further enhance the effectiveness of Ojai Unified School District's efforts with School Climate (Priority 6) and Parent and Family Engagement (Priority 3). These successes will now be enhanced and built upon for the 2023-24 school year by making climate and culture a high priority and by communicating regularly with all educational partners.



## Reflections: Identified Need

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

Because of twenty-five years of declining enrollment coupled with severe budget challenges beginning several years ago, the Governing Board at the February Board meeting voted to close three schools for the 2023-24 school year: San Antonio Elementary, Meiners Oaks Elementary, and Matilija Middle School. The district's decision to close sites has been anguishing. It has profoundly affected parents, neighborhoods, communities, district personnel, and, of course, students. It has affected relationships, routines, and cherished territorialities. In short, it has altered not only district operations but also lives. A decision not to close a school, however, amidst circumstances of declining enrollment and economic necessity, would have been imprudent. And while the immediate effects of closing a school are painful, the long-term effects can be, hopefully, beneficial to everyone. Once the decision to close schools was made, the district worked diligently to ensure that smooth but complicated transitions would begin. On the district professional development day in March, all sites discussed, planned, and mapped out activities for the transition period. Staff agreed that a first priority was to meet social emotional needs of staff and students with regards to the school transitions. Ideas included retreats, senior buddies, orientation and fun, new community building events. The district will investigate the possibility of holding parent workshops on helping kids through this change. However, the entire process of reconfiguring schools, the need for teacher and classified salary increases, and the huge deficit in the budget caused much mistrust among all educational partners. The district has also been without a chief business officer for the entire 2022-23 school year. This situation resulted in our Governing Board opting for a change in leadership at the top level. The district Governing board voted on an interim superintendent at a March 22, 2023 special board meeting. The Board also voted on an interim CBO at the same meeting. The Board approved a contract with a search firm to locate both a superintendent and a CBO to lead the district going forward.

As Ojai Unified heals and looks to the future, the district will work hard at rebuilding trusting relationships with all educational partners through effective communication. The district will strive to build a bridge between home and school cultures. Families can be powerful partners in supporting the education of their children, but key to this partnership is educators' listening to parent voice as part of two-way communication. This will be an important factor when staff interacts with parents. Finally, our engagement strategies will consider this need and will include more targeted actions encompassing family communication, outreach, and transparency.

The district's analysis also showed the need to continue with a focus on academic achievement for ALL students especially low-income, English learners, foster youth, homeless students, and students with disabilities. In the realm of student performance, the district reviewed the Every Student Succeeds Act (ESSA), which requires state educational agencies to determine school eligibility for Additional Targeted Support and Improvement (ATSI). On February 6, 2023, Ojai Unified was identified as having five schools who qualify for Additional Targeted Support and Improvement (ATSI): Matilija Middle School, Meiners Oaks Elementary School, Mira Monte Elementary School, Topa Topa Elementary School, and San Antonio Elementary School. The district has created plans (School Plan for Student Achievement) to intervene on behalf of our underperforming student groups. The pandemic's long-term impact on student learning cannot be overstated. Learning loss mitigation and skill development will continue to be an important component and a high priority in the 2023-24 LCAP. The district will continue with tiers of academic support and early literacy. Professional development will be enhanced to reflect research-based strategies and data-driven instruction. Access to technology will also continue to be a priority. After two years of disruptions for students, families, and staff and another year of trying to target underperforming groups, it is almost certain that the district will experience wide variance in data and annual

measurable outcomes among those groups in English language arts and mathematics. In addition, the district needs to address chronic absenteeism. To address this, the district will need to continue mental health support and a focus on student engagement. This is critical for those students, families, and staff who continue to find it difficult to navigate the effects after the two-year pandemic and the resulting learning loss and poor attendance.

Closing academic gaps among student groups and student engagement will continue to be the two major themes in 2023-24 and beyond. Of those five schools in the district that have been identified as needing Additional Targeted Support and Improvement (ATSI), the student group that will need the most attention and support at each site is Students with Disabilities (SWD). As a result of a consultation with our Special Education Local Plan Area (SELPA), the district observed a need to emphasize inclusive practices for Students With Disabilities in the least restrictive environment (LRE) Ojai Unified must be intentional with professional development in order to prioritize training on "Inclusion" for all staff (administrators and all teachers).

Ojai Unified School District receives supplemental funds to support the needs of low-income, foster youth, English learners, and homeless pupils, but the district does not meet the concentration grant funding threshold of 55%. However, Ojai Unified will expend funds to specifically address the needs of these identified student groups in order to increase academic achievement and student engagement. In Ojai Unified, most actions were continued from the 2022-23 LCAP. However, according to Michael Fullen, an educational researcher, it might take as many as 11 years to institutionalize! Nevertheless, for each action in the Local Control Accountability Plan (Goal 1: 1.1, 1.3, 1.4, 1.5, 1.6; Goal 2: 2.1, 2.2, 2.3, 2.4) being provided to an entire school or in some cases our entire district, the emphasis will be on serving the needs of unduplicated students; however, the actions were also about improving all structures that supported student learning and student engagement to achieve a common goal. The district concluded that when programs were either schoolwide or district-wide, funds would help to build capacity and to maximize the impact.

Finally, adopting this strategy should result in an ongoing, comprehensive plan for social and emotional health and for academic progress that is owned by the entire school community. Ojai Unified School District believes in the premise that comprehensive reform strategies rather than separate, add-on services are most effective in creating a positive school climate and raising academic achievement for our unduplicated students. The efficacy of the actions that were specifically targeted for the unduplicated students often required that the entire school program or structure is refined or changed in both the affective and the cognitive domain.

The district's two broad goals will highlight the eight state priorities:

- Goal 1: Priority 3 (Parent Involvement), Priority 6 (School Climate), Priority 5 (Pupil Engagement), Priority 8 (Other Pupil Outcomes)
- Goal 2: Priority 1 (Basic), Priority 2 (Implementation of State Standards), Priority 4 (Pupil Achievement), and Priority 7 (Course Access)

## LCAP Highlights

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

The district has been engaged in comprehensive strategic planning, and, as part of the process, has connected budgetary decisions to teaching and learning performance data. The 2023-24 LCAP reflects decisions made through meaningful engagement with educational partners. The document serves as an important accountability function because aspects of the LCAP require Ojai Unified School District to show that we have complied with various requirements specified in the LCFF statutes and regulations. The district has annually reviewed and updated the LCAP to reflect progress toward the two broad goals. These goals are key features of the LCAP.

Based on the analysis, input, and participation from the Ojai Unified educational partners, the 2021-2024 LCAP (year 3) will focus again on the same two broad goals aligned to student engagement, (climate, culture, and mental health) coupled with a focus on increased academic achievement. At its most basic, the adopted LCAP will describe what Ojai Unified is planning for:

- Parent and student engagement under the umbrella of school climate and culture, which will continue to be a dominant theme.
- Mitigating learning loss through the lens of professional learning communities.
- Growth in the academic area for the four significant and underperforming student groups in Ojai Unified School District. For example this plan aligns with LCFF Priority 2, which states that our programs and services will enable student groups such as English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.

In developing the LCAP annually, the Ojai Unified School District must measure its progress in meeting specific requirements. LCFF priorities include a district annual review of Local Indicators measured through self-reflection. The 2023-2024 LCAP Goals include metrics that will show "Met" when the CA Dashboard opens to the public in the fall of 2023. The California School Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA). Those LCFF priorities for which there is no state level data collected are referred to as local indicators. The five local indicators are:

Basic Services and Conditions (Priority 1)  
Implementation of State Academic Standards (Priority 2)  
Parent and Family Engagement (Priority 3)  
School Climate (Priority 6)  
Access to a Broad Course of Study (Priority 7)

For each local indicator, the California State Board of Education (SBE) adopted performance standards that require an LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority; and
- Report the results as part of a non-consent item at a public meeting of the local governing board/body in conjunction with the adoption of the LCAP; and
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

"Met" indicates that the district completed a reflection for each state's priorities aligned to the local indicators. The district Dashboard will show "Met" and will use the information to support the actions and services addressing the conditions of learning, pupil outcomes, and engagement. Local Indicators address the following state priorities:

- Appropriately Assigned Teachers (LCFF Priority 1) Met
- Access to Curriculum-Aligned Instructional Materials (LCFF Priority 7) Met
- Safe, Clean and Functional School Facilities (LCFF Priority 1) Met
- Implementation of State Academic Standards (LCFF Priority 2) Met
- Parent and Family Engagement (LCFF Priority 3) Met
- School Climate (LCFF Priority 6) Met
- Access to a Broad Course of Study (LCFF Priority 7) Met

To view the eight state priorities, open the following link:

[https://www.icoe.org/sites/default/files/inline-images/State\\_Priorities\\_100\\_percent.PNG](https://www.icoe.org/sites/default/files/inline-images/State_Priorities_100_percent.PNG)

For more information on Local Indicators please visit <https://www.caschooldashboard.org/about/faq/>. To view Ojai Unified district local indicators, please visit <https://www.caschooldashboard.org/>

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI), targeted support and improvement (TSI) and additional targeted support and improvement (ATSI). Although the district has no schools that are eligible for CSI, on February 6, 2023, Ojai Unified was identified as having five schools who qualify for Additional Targeted Support and Improvement (ATSI): Matilija Middle School, Meiners Oaks Elementary School, Mira Monte Elementary School, Topa Topa Elementary School, and San Antonio Elementary School. Although the district has no schools eligible for CSI, our district will develop plans to improve outcomes for the identified student groups.

### ***Support for Identified Schools***

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

Schools that meet the criteria for ATSI must collaborate with educational partners to develop and implement a school-level plan to improve student outcomes. Ojai Unified School District will use a similar process as used in the development of the Local Control Accountability Plan (LCAP). Each reconfigured site will use the School Plan for Student Achievement (SPSA) to meet ESSA requirements for comprehensive planning. The school will begin by collaborating with educational partners to develop and implement the SPSA to improve student outcomes for all students but principally directed toward the targeted student groups. This process will begin with an analysis of school level data, overall and by student groups. The analyses will include both formative and summative data and both state and local data. The educational partners doing this work will include parents, school administration, teachers, students (in secondary), and district administration. County Office partners will also provide guidance in order to identify areas of greatest need. The next step will be to collaborate with all educational partners to create an action plan with clearly articulated goals, actions, and services based on the previous data analysis. Based on John

Hattie's research, teacher efficacy is strongly correlated with student achievement. Thus, the focus on improvement for our student groups will focus on our teaching staff. Teachers will be provided with continued professional development on Professional Learning Communities (PLCs), a powerful strategy for sustained, substantive school improvement and to achieve better results for the students. When a school or district functions as a PLC, educators within the organization will embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it. In addition, teachers will have continued professional development on Universal Design for Learning (UDL), that will guide the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs in the targeted student groups.

The support for identified schools will be modified slightly in the 2023-24 school year. Three of the five schools identified for ATSI will be closed after June 30, 2023. All sites will complete a plan to support the identified student groups; however, those student groups will be absorbed by another site in the 2023-24 school year:

San Antonio Elementary will close (ATSI for Hispanic/Latino and Students with Disabilities) and will merge with Topa Topa Elementary (ATSI for Students with Disabilities).

Meiners Oaks will close (ATSI for Hispanic/Latino and Students with Disabilities) and will merge with Mira Monte Elementary (ATSI for Students with Disabilities).

Matilija Middle School will close (ATSI for Hispanic/Latino, Students with Disabilities, Low Income, English Learner) and will merge with Nordhoff High School (No ATSI designation). In addition to the PLC work and UDL, the targeted schools will offer differentiated instruction and a multi-tiered system of supports as identified in the 2023-24 SPSAs.

### ***Monitoring and Evaluating Effectiveness***

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

Again, although ATSI is not required in the LCAP, Ojai Unified School District will focus on continuous monitoring through the SPSA by identifying local assessments and benchmarks that will be used each term to determine progress toward short term goals within subject areas (English and mathematics) for the identified student groups. In this monitoring process, the district and school staff will use the Smarter Balanced Interim Assessments, as well as local assessments to identify areas of improvement and areas where additional support is needed for the identified student groups.



# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Ojai Unified School District values feedback from all educational partners. Not only is engagement important and required for creating and finalizing the LCAP, but input gives the district a pulse of the community. The engagement process used by Ojai Unified to involve educational partners in the development of the LCAP included meeting our obligation to consult with all statutorily required educational partners in accordance with Education Code 52060 (g).

To view the LCAP process click here: <https://www.ojaiusd.org/page/local-control>

One of the 2021-22 Board Goals was "Reflecting Community Values." The goal indicated that Ojai Unified "will reflect our community's values and create processes that meaningfully engage feedback, support, and participation from our stakeholders." Feedback was solicited throughout the school year to ensure educational partners' input was incorporated into the LCAP for 2023-24. This step is part of the Development Phase of the LCAP. Engagement with educational partners has been ongoing and year-round. The district engagement was an important component of school and district planning and improvement, especially in the context and uncertainty of school closures and budgetary issues facing the district. Because the Ojai Unified School District has faced declining enrollment since 1998, much of the conversation in the 2022-23 school year has centered around reconfiguring, consolidating and closing schools, with the added challenge of severe budget woes.

Ojai Unified consulted with:

Teachers, principals, administrators, other school staff, bargaining units, community members, Ventura County Special Education Local Plan Area (SELPA), individual parents, groups of parents, families, students (Student Advisory Council), coalitions, School Site Councils, other advisory groups, the District Advisory Committee and the District English Learner Advisory Committee, in order to compile ideas, thoughts, and concerns. Ojai Unified continued consultation with the Ventura County Office of Education.

The district participated with educational partners in both informal and formal consultations. This included in-person, Zoom, phone calls, email, surveys, board meetings, public hearings, parent group meetings, and other outreach opportunities. As part of the parent, student, staff, and community engagement, the district-sponsored six Parent University sessions covering specific topics and allowing for parent input on key issues. The superintendent held "Coffee and Conversation" at the start of the school year resulting in open discussions about a variety of topics. Each school site held at least one parent meeting with the principal each month. Some of these meetings were "Walk and Talk with the Principal", "Coffee with the Principal", or other gatherings to elicit input from parents. District leadership convened sessions such as the "Coffee and Conversation", which served to inform, clarify, answer questions, and, most importantly, to gather feedback from families and staff.

Engagement with the community using technology increased by over 16% since the previous year with website views, 10% with Instagram and Twitter followers, and 12% with Facebook followers. In addition, the district used Parent Square for all communication. This has been

successful with 79% opting to receive emails and 21% opting to receive text messages as well as two-way communication between home and school. The District also promoted educational partners' engagement with several options that allowed remote participation in site meetings such as school site councils, forums, public hearings and local governing board meetings. Once again this included efforts to reach pupils, families, educators and other educational partners who did not have internet access, or who spoke languages other than English. All virtual meetings were held via teleconferencing and accessible telephonically or otherwise electronically to all members of the public seeking to observe or address the facilitator. Meetings were accessed by Zoom, on the internet, on social media (Facebook, Twitter, Instagram), or on a mobile device.

To encourage community involvement in school-related issues, Board meetings provided opportunities for questions and comments by members of the public. All meetings were conducted in accordance with law and the Board's bylaws, policies, and administrative regulations. At least 72 hours prior to a regular meeting, the agenda was posted at one or more locations freely accessible to members of the public and on the district's website. Ojai Unified held in-person meetings but also live-streamed meetings and posted the link on the District website on how to access and view meetings virtually. Comments were read aloud when the agenda item specified on the request was considered.

Five District English Learner Advisory Committee (DELAC) meetings were held throughout the year: October 24, 2022, January 30, 2023, February 6, 2023, April 4, 2023, and May 1, 2023. These meeting were all conducted in Spanish where families discussed issues such as school closure, attendance, homework, mental health, teaching and learning, and other topics important to these families.

On February 16, 2023, District Administration met with educational partners to review the LCAP process and requirements. The attendees included parents serving on School Site Council, parents of students with disabilities, parents representing English learners, and parents/guardians representing low-income and foster youth. Additional attendees included teachers, union partners, and community groups. The agenda included reviewing the 2022-23 LCAP, discussing the mid-year LCAP data update for the coming year, and giving feedback on the progress, effectiveness, metrics, and outcomes on the current LCAP. The rich nature of the discussion led to some creative thinking and ideas for positive student outcomes.

The District values insight from a parent's perspective on policies and initiatives to ensure that the needs of families are included in decision-making. All of this meaningful educational partner engagement was linked to more informed decision-making and greater trust among various groups. Based on all educational partner input, Ojai Unified School District made the decision as to what instructional models and programs were possible in the 2023-24 school year and determined the greatest extent of that possibility in light of the district's fiscal circumstances.

On March 2, 2023, the district administration held another in-person meeting to engage all educational partners including the District Advisory Committee (DAC) in the LCAP process. The session began with a review of the LCAP cycle and a discussion about the intent of input and its importance. The two broad goals in the 2022-23 LCAP and the current actions and services were posted and handed out at the beginning of the meeting. Participants gave valuable feedback about each one of the actions and services. Again the meeting had representation from staff, parents, students, administrators, and community members.

The rich nature of the feedback served as an excellent gauge for planning and resulted in a better understanding of current needs and possible solutions. Also on March 10, 2023, district administration met and consulted with the Special Education Local Plan Area (SELPA) to

discuss the LCAP and the connection with SELPA. The district reviewed the development of the proposed LCAP and its alignment with existing plans developed for Special Education. The district collaborated and learned about current actions, inclusion practices, services, and systems of support for students with exceptional needs. This meeting was critical to build coherence and alignment of the LCAP with the SELPA. Effective strategic planning incorporated these perspectives and insights in order to identify metrics, potential services and actions to be included in the 2023-24 LCAP. Of course, the primary beneficiaries of this engagement are students. In addition, Ojai Unified had two in-person meetings with Ventura County Office of Education on March 22, 2023, to discuss components of the LCAP with all county districts and again on April 28, 2023, to consult and review one-on-one the 2023-24 LCAP draft for feedback.

The next phase of the LCAP was the Adoption Phase, which began on May 4, 2023, when district staff presented an LCAP draft to the District Advisory Committee (DAC) for review and comment; the DAC was made up of parents on School Site Councils from each site and included students, parents of low income, English learner, foster youth, and students with disabilities. All were elected by their peers. The DAC also included members of the English Learner Advisory Committee. The superintendent then responded in writing to the comments received by the DAC. The written responses and comments were posted on the district's website at the following link:

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/763/Ojai\\_Unified\\_School\\_District/3054028/Xerox\\_Scan\\_05192023125936.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/763/Ojai_Unified_School_District/3054028/Xerox_Scan_05192023125936.pdf)

A public hearing for both the LCAP and the proposed 2023-24 budget will be held on June 21, 2023 at 5:30 PM in the district board room.

The final board meeting will be held on June 28, 2023 to potentially adopt both the LCAP and the budget.

#### A summary of the feedback provided by specific educational partners.

Input and discussion with educational partners began when school started and centered around the current Actions and Services for the 2022-23 LCAP. Most of that input dealt with specific topics of concern to parents and other educational partners. That feedback pivoted in early November to public comments centered around reconfiguring, consolidating and closing schools, with the added challenge of severe budget woes.

Comments from educational partners were centered around specific topics:

#### ATTENDANCE

Home visits

Phone calls

Better and more complete information

Identify barriers

Inclusion practices for special education

Additional training and support to staff on how to capture correct attendance

Provide more education to parents on how to correct/report attendance and absences

Inform parents that attendance is directly related to funding

Report times/reasons for tardies to brainstorm strategies for tardy reports

Least restrictive environment for students with disabilities

Provide training and education on Independent Study Contracts and Home Hospital Instruction Initiate a "fun" challenge/competition for attendance among all sites

Improve student attendance with Saturday School option

Promote equal opportunities to increase attendance, while maintaining inclusivity; we want kids to want to go to school to learn because learning is fun.

Consider ways to increase attendance from a different perspective. From an applied behavioral analysis standpoint, we can reinforce attendance on a daily basis through (1) edibles like special food day, (2) activities that cannot be done or are strictly regulated at home, field trips, "intern" hour where students trail the principal or custodian or the librarian, etc.

Learning is ultimately its own reward and the teachers, parents and staff can partner together to ensure that the students are very excited to attend school.

LCAP TEMPLATE

Too much educational jargon

It should be simplified

Identify general fund expenditures such as personnel costs

Costs and expenditures should be broken out

Offer more trainings/education on the LCAP document. It is not accessible to most readers

The plan is not easy to decipher; it is dense and filled with meaningless and unimportant information for most parents

Link the LCAP template to other plans

Reach out to CDE to simplify and shorten the plan.

## CURRICULUM

RAFT program has worked well---needs to be expanded

Less focus on digital platforms, or "canned" learning

Capture the amount of time spent on digital programming

Levered is not working for those who need teacher-to-student interaction with math

## TEACHING AND LEARNING

Math is best learned from a human

Emphasize early literacy

Review what was used during COVID---is it working?

Our CAASPP scores in ELA and math are low.

The teachers are the heart and soul of this district and are an incredibly resilient bunch

Students need intensive support to mitigate learning loss, teachers need access to quality training and resources, and education systems need to be transformed

Adjust instruction to support the learning needs of students and focus on important foundational skills.

Assess students' learning levels periodically.

Targeting instruction tailored to a child's learning level has been shown to be cost-effective at helping students catch up, including grouping children by level all day or part of the day.

Teachers must have adequate support to help children learn.

Students with Disabilities have identified needs that are captured in the IEP

Investigate inclusion services for Students with Disabilities; should these students spend more time in the general education classroom?

Stick to the basics: What are the student ratios? What are the classes offered? Will my kids receive a good education in a safe environment?

Consider offering academic support classes during winter and spring breaks, future inter-sessions/camps and summer school for students who want to keep up with skills or get ahead.

Consider adding bus routes for students participating in afterschool programs.

## DIFFERENTIATE IN THE CLASSROOM

Provide a class (maybe six weeks) to learn strengths/weaknesses/strategies/personality/modalities for learning

Hands-on classes-home economics, woodworking, welding, etc.

Interventions that provide teachers with carefully structured and simple pedagogy programs should increase literacy and numeracy, particularly when combined with accountability, feedback, and monitoring mechanisms.

Employ Saturday School classes option to provide additional time for academics and learning modules



Encourage students to take ownership of learning through personal strengths/challenges around schoolwork/academic/ time management

Encourage partnerships with students/mentors gravitating towards personal strengths and challenges

#### MITIGATE THE BUDGET CRISIS

The need to innovate and stabilize our district

Generate ideas to balance the budget with Solar, EV charging, and many other actions

Recruit highly trained and experienced business office staff

Organize another committee to explore revenue generating ideas and options for the district.

#### SATURDAY SCHOOL

Provide Saturday School such as an 8-week program

Create a parent survey about utilization of Saturday School drop in vs 6-8week sign-ups or both

Saturday School may be serve as a small cohort to use for studying school test scores, social-emotional perception tests

SS might be a way to pilot what students are interested in for summer programming or an implementation or new teaching methods during the regular school week.

Saturday School may also draw enrollment (on Saturday) from students from Rock Tree Sky and independent study students.

#### ENGAGEMENT/CLIMATE/CULTURE

Teaching is about building relationships

Comprehensive and equitable access to performing arts/arts and extra curricular activities

Recruit more on campus teachers to coach

Toolbox is great for Social Emotional Learning in the elementary schools

Encourage more enrollment in the Career Technical Education (CTE) classes---maybe begin exposure in elementary

More integrative Programming in middle grades (4-8) with integration of disciplines and project based learning

Utilize community partners and mentors.

Utilize district vans for ELOP for school to home transportation

Provide data of where/when/frequency of incidences of bullying are taking place (cyber, bus, bathroom, ingress, egress, etc.)

Staff training on "See Something, Say Something" for the purpose of proactive intervention

Promote a culture of "Moving forward" on a districtwide basis

Enhance transition activities for 7th and 8th graders who will be attending at Nordhoff

#### FAMILY COMMUNICATION AND OUTREACH

Tables in front of schools in addition to digital communication

Allow parents to request paper information

Capture all low income families with 100%

Continue with parent nights for new students to Nordhoff

Provide parents opportunities to volunteer to supervise, increase staff supervision; create an environment where parents feel welcome

Field Trip form: fill out the student general information one time that will apply for future field trips or outings.

#### TECHNOLOGY

Phones-implementation of "Phone drop off" policy or program

Cell phone lockers

Minimize digital learning

Continue with Go Guardian

## SCHOOL CONFIGURATIONS

Address transitions between sites

The closure of schools is not a solution

We need to consolidate schools because it is the educationally right thing to do for student learning and the programs we can offer

Survey secondary students about high school experiences and programming

Investigate a hybrid block schedule for 7th and 8th grade students

The 7-12 configuration is viable, with the adoption of Matilija as an extension to Nordhoff's Performing Arts Programs and athletics and any other advanced learning opportunities for students

Provide regular updates regarding the new school reconfiguration.

## MENTAL HEALTH

Spend a day at the new campus

Focus on mental health and supports during transitions

Encourage more usage of the wellness centers for students

Focus on students taking ownership of learning and strength/challenges around schoolwork/academic/ time management; adhd partnership with student-coach that is client driven and gravitates around identifying personal strength and navigating around challenges...

More campus supervisors (certificated/counselors/interns)

Is mental health a priority for the district?

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The educational partner engagement process influenced the development of the LCAP in varied and diverse ways. Initial educational partner feedback during the early fall fell into two categories: 1) the affective domain and 2) the cognitive domain. However, the majority of the conversations, discussions, and public comments beginning in early November centered around school reconfiguration and the district's fiscal crisis. Because of the uncertainty of school closures and budget challenges, Ojai Unified School District determined that the broad goals in the LCAP would be the same as the 2022-23 LCAP: Student engagement, climate, and physical/mental health coupled with academics. In addition to the required state metrics, the district will continue with one local metric: "Communication with parents."

Closing academic gaps among student groups and student engagement will continue to be the two major themes in 2023-24 and beyond. The district has included many actions that will contribute to increased or improved services for English learners, foster youth, low-income and homeless students. The district also will continue a focus on student health. In addition, creating an inclusive culture, which has been and continues to be an important concept in Ojai Unified, will again be highlighted in the 2023-24 LCAP. The district will prioritize the following ideas in the LCAP (with the Action in parentheses):

- Prioritize family communication and outreach (1.1)
- Continue a robust mental health program (1.3)
- Prioritize engagement for those students who are making transitions to new sites (1.5)
- Provide ways for students to engage outside of core academics (1.5)
- Emphasize attendance with a Saturday School if possible (1.6)
- Continue with a multi-tiered system of support (MTSS) for students in need of intervention, skill development, or remediation (2.1)
- Place a strong emphasis on early literacy (2.2)
- Provide a myriad of professional development opportunities for staff (2.3)

- Offer a summer program (2.1)
- Investigate how much the district is spending from general fund on salaries of core teachers (2.6)
- Investigate possibilities to offer grades 4-12 skills groups/social groups with an emphasis on students taking ownership of learning that is client driven and gravitates around identifying personal strength and navigating around challenges facilitated by mental health professionals (1.3)
- Research different approaches to improve outcomes for students with disabilities and other underperforming student groups (2.5)
- Focus on our most vulnerable students in planning and implementation (1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5)

These ideas and requests will depend on budgetary resources available.

# Goals and Actions

## Goal

Goal #	Description
1	The district will provide safe facilities and engaging learning environments by partnering with families and community to increase engagement between home and school; by enhancing communications and family access to information; by encouraging positive climate/culture at each site; and by focusing on student physical and mental health. The goal's metrics for measuring and reporting align to State Priorities 1, 3, 5, 6, and 8.

An explanation of why the LEA has developed this goal.

Goal One is especially important for Ojai Unified during this time of school reconfiguration of sites. The decision to close sites has been anguishing. It has profoundly affected parents, neighborhoods, communities, district personnel, and, of course, students. It has affected relationships, routines, and cherished territorialities. In short, it has altered not only district operations but also lives. A decision not to close a school, however, amidst circumstances of declining enrollment and economic necessity, would have been imprudent. And while the immediate effects of closing a school are painful, the long-term effects can be, hopefully, beneficial to everyone. Once the decision to close schools was made, the district worked diligently to ensure that smooth but complicated transitions would begin. On the district professional development day in March, all sites discussed, planned, and mapped out activities for the transition period. Staff agreed that a first priority was to meet social emotional needs of staff and students with regards to the school transitions beginning in the spring of 2023 and moving forward to the 2023-24 school year. Ideas included retreats, senior buddies, orientation and fun, new community building events. The district will investigate the possibility of holding parent workshops on helping kids through this change.

As Ojai Unified heals and looks to the future, the district will work hard at rebuilding trusting relationships with all educational partners through effective communication. The district will strive to build a bridge between home and school cultures. Families can be powerful partners in supporting the education of their children, but key to this partnership is educators' listening to parent voice as part of two-way communication. This will be an important factor when staff interacts with parents. Finally, our engagement strategies will consider this need and will include more targeted actions encompassing family communication, outreach, and transparency.

In addition, the district needs to address chronic absenteeism. To address this, the district will need to continue mental health support and a focus on student engagement. This is critical for those students, families, and staff who continue to find it difficult to navigate the effects after the two-year pandemic and school closure.

Because research shows that a positive learning climate elicits positive emotional experiences and promotes increased engagement in school, Ojai Unified will continue this broad goal in 2023-24. This goal partially reflects four of the 2020-21 Board Goals:

1. Whole Child "We will focus on a comprehensive approach to the overall social, emotional, mental and physical health of students"



2. Equity "We will ensure that gender, ethnic origin, family or economic background, are not obstacles to achieving educational potential"

3. Facilities "Our facilities will be safe, aesthetically pleasing, and will reflect a positive learning environment for students, staff and community members" and

4. Innovation "We will create innovative learning environments for students, teachers, and all Ojai Unified School District staff".

In the District's work in the areas of diversity, equity and inclusion, there is great need to ensure that every decision is made with an empathetic approach. This work is enhanced by the work of the Guiding Coalition - Inclusive Culture group. The actions and metrics grouped together will help achieve the goal. If safety, physical and mental health are not present, then students have difficulty in being involved in their learning. All families and students need to feel welcomed in their previous site or in the new school environment. Students who feel welcomed by a positive school climate have better attendance, better behavior and, as a result, will have increased academic outcomes. The metrics for Goal 1 will capture this comprehensive approach.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District-wide attendance rate using P2. (CALPADS, CA Dashboard)	95% (2020)	92.65% (2021-22)	92.70% (2022-23)		Maintain at 95% CALPADS, CA Dashboard
Middle school drop out rate (DataQuest, CA Dashboard)	0 students (CALPADS 2018-19 SY)	0 students (CALPADS 2020-21)	0 students (CALPADS 2021-22)		Maintain at 0 students DataQuest, CA Dashboard
High school drop out rate (CALPADS, CA Dashboard)	.02% ( 2018-19 SY)	.01% (CALPADS 2020-21)	3.4% (CALPADS 2021-22)		Maintain at less than 1% CALPADS, CA Dashboard
Suspensions (Data Quest, CA Dashboard)	3.6% (2019)	.2% (2020-21)	1.7% (2021-22)		Decrease from 3.6% CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsions (Data Quest, CA Dashboard)	0% (2019-20)	.04% (2020-21)	0% (2021-22)		Maintain at less than 1% expulsions DataQuest, CA Dashboard
Chronic absentees (Data Quest, CA Dashboard)	11.2% (2018-19)	7.2% (2020-21 DataQuest)	28.6% (2021-22 DataQuest)		Decrease from 11.2% in districtwide chronic absentees DataQuest, CA Dashboard
Chronic absenteeism grades K-8 (CA Dashboard)	9.3% (2018-19)	7.6% (2019-20)	26% (2021-22)		Decrease from 9.3% in K-8 chronic absentees CA Dashboard
Chronic absenteeism grades 9-12 (DataQuest, CA Dashboard)	10.7% (2018-19)	6.1% (2020-21)	34.8% (2021-22)		Decrease from 10.7% in high school chronic absentees DataQuest, CA Dashboard
School Climate Index (California Healthy Kids Survey, CA Dashboard)	308/500 (2020) Matilija 303/500 (2020) Nordhoff	No longer a metric	NA		Reasonable growth from baseline of 308 (MMS) and 303 (NHS) on the School Climate Index  (No longer a metric)
Communication with parents (Local)	At least once per week	Exceeds once per week	Exceeds once per week		Maintain at least once per week

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facilities in "Good Repair" (CDE Facility Inspection Tool, FIT, CA Dashboard)	Good Repair	Good repair	Good repair		Maintain at "Good Repair" CDE Facility Inspection Tool, FIT, CA Dashboard
School Connectedness (California Healthy Kids Survey) "Agree/Strongly agree"	2020 7th 68% 9th 61% 11th 51%	2022 7th 47% 9th 53% 11th 49%	No data; Survey given every two years		School Connectedness will improve by 5% in each of the three grades
Healthy Fitness Zones in all six areas (Physical Fitness Test*, Data Quest)	2018-19: 5th grade: 41.2% 7th grade: 38.6% 9th grade: 49.2%	No longer a metric; did not test in 2019-20 or 2020-21	NA		Increase from 41.2%, 38.6%, 49.2% for 5th, 7th, and 9th grade bands respectively
Physical Fitness Participation Rate (SARC)	No data	5th 94% 7th 85% 9th 72%	5th 94% 7th 79% 9th 71%		Increase percentage and work towards 100% participation rate.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Family Communication and Outreach	Provide necessary outreach, services, and supplies to families/students in need including low income, homeless and foster youth. Continue with the position of Student and Family Support Coordinator. Ensure that Homeless/Foster Youth liaison has the time, knowledge, and resources to fully execute the responsibilities. Provide translation of all messages and documents delivered through	\$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the school system. Enhance communication in both Spanish and English and family access to information. Create processes that meaningfully engage and encourage feedback, support and participation from our educational partners including the site parent groups, School Site Councils, guiding coalitions, and other input platforms such as "Walk and Talk with the Principal". Offer families choice and a variety of programming for their children's learning: Summit School non classroom based, Edgenuity, traditional grade bands of TK, K-6, and 7-12.		
1.2	Safety	Ensure safe school and work environments by maintaining clean and well-maintained learning environments with welcoming signage and facilities that are in good repair. Continue with the classroom refresh bond project upgrades to ensure the best environment for students' learning experience. Install video cameras and track improvements to sites and completion of identified areas for improvement. Provide adequate supervision where and when needed. Implement components of the school safety audit where possible.	\$200,000.00	No
1.3	Mental Health and Physical Health	Provide mental health support for all students but especially for low income and foster youth. This may include incentives to decrease unproductive behavior at all sites and counseling services for those students who have behavior issues resulting in suspensions. Continue with two wellness centers at Nordhoff Junior Senior High School. Investigate possibilities to offer grades 4-12 skills groups/social groups with an emphasis on students taking ownership of learning that is client driven and gravitates around identifying personal strengths and navigating around challenges facilitated by mental health professionals. Continue family support groups facilitated by mental health clinician and marriage and family interns. Continue to train and implement Restorative Justice practices. Create a new CTE pathway for mental health. Continue to prioritize bully prevention with training for both students and staff. This includes internet safety and digital citizenship.	\$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Continue to work collaboratively with school districts, farmers, and the community to get more nutritious, fresh, seasonal and local foods into school meals. Continue to staff a district nurse. Expand partnerships at Nordhoff to include Nate's Place, Empowerment Project, and Thrive Hikes.		
1.4	Diversity, Equity and Inclusion	Continue to staff positions that will enhance our diversity. Continue the work of the Guiding Coalition with a strategic plan. Begin preparation and planning for an ethnic studies program with training in curriculum and effective strategies specific to this topic. Continue a Peer Mediation program at Nordhoff. Contract with speakers/consultants to work with staff to enhance district practices to create a positive school climate including training around implicit bias and transforming a school site's culture to one that values diverse cultural and ethnic backgrounds, and prevents discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation. Increase the consciousness of able and disabled bodied peers as well as peers with learning disabilities. Foster student curiosity and guide students intellectually so that all students are culturally competent and aware of disabilities and neurodiversity to keep our school a safe space.	\$75,000.00	Yes
1.5	Student Engagement and School Climate	Promote opportunities to increase student engagement by offering a wide range of courses outside of the core and a robust athletics programs for our unduplicated students; Offer and refine CTE pathways at Nordhoff and create capstone activities in at least three pathways; Continue to offer a home school/independent non-classroom based option at Summit, and additional online options. Increase positive school climate by emphasizing social and emotional learning (SEL) The district will continue with SEL curricula. Continue	\$1,435,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with the enrichment provided by Rock Tree Sky in our non-classroom based site, Summit School. At Nordhoff offer a creative language and visual design class, an environmental biology class and a medical chemistry class.		
1.6	Attendance	Make learning its own reward with special days or other ideas to increase attendance rates. Provide transportation outside of a one mile radius. Provide counseling for those students who demonstrate attendance challenges such as chronic absenteeism. Ensure that attendance processes are uniform across the district.	\$100,000.00	Yes

## Goal Analysis [2022-23]

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

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

The goal stayed much the same; however, individual actions became more robust and refined. For example, for Action 1.6 (Attendance), the district sought to build district capacity, develop resources and implement uniform and consistent strategies to improve attendance districtwide. This also included reducing the distance for students to access transportation. In another example of enhancement of an action, Action 1.3 (Physical and Mental Health), the district developed new partnerships with community partners to add to our opportunities for access to physical and mental health.

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

The budgeted amount for Goal 1 (climate, culture, engagement, and outreach) was \$2,110,000; whereas, the estimated actuals were slightly more at \$2,265,000. The more robust actions and the metrics grouped together helped achieve the goal. If safety, physical and mental health were not present, then students would likely have difficulty in being involved in their learning. All families and students needed to feel welcomed in the school environment. Students who felt welcomed by a positive school climate were more apt to attend school regularly, have better behavior and, as a result, should have increased academic outcomes. The district made a commitment to increasing engagement and increasing attendance rates among all students. The metrics for Goal 1 captured this comprehensive approach.



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

Attendance rates and especially chronic absenteeism continued to be a huge issue in the district. The district will continue to collaborate on ways to mitigate poor attendance. We made some progress in behavior; however, much more can be done with restorative justice practices and a progressive discipline approach.

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

No specific changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year; however, once the decision to close schools was made, the district worked diligently to ensure that smooth but complicated transitions would begin. On the district professional development day in March, all sites discussed, planned, and mapped out activities for the transition period. Staff agreed that a first priority was to meet social emotional needs of staff and students with regards to the school transitions. Ideas included retreats, senior buddies, orientation and fun, new community building events. The district will investigate the possibility of holding parent workshops on helping kids through this change.

As Ojai Unified heals, reflects on prior practice, and looks to the future, the district will work hard at rebuilding trusting relationships with all educational partners through effective communication. The district will strive to build a bridge between home and school cultures. Families can be powerful partners in supporting the education of their children, but key to this partnership is educators' listening to parent voice as part of two-way communication. This will be an important factor when staff interacts with parents. Finally, our engagement strategies will consider this need and will include more targeted actions (especially in 1.1) encompassing family communication, outreach, and transparency.

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

# Goals and Actions

## Goal

Goal #	Description
2	All student groups will achieve at high levels. The district will provide high quality instruction by retaining qualified teachers; by implementing State Content Standard that include a broad course of study with equal access by all; by addressing the learning loss and the achievement gap of ALL students to ensure equity and to ensure that students achieve academic success and are college and career ready. The goal's metrics for measuring and reporting align to State Priorities 1, 2, 4, and 7.

An explanation of why the LEA has developed this goal.

The Governing Board's decision to close three schools, has been painful; however, the long-term effects can be, hopefully, beneficial to everyone. The district's analysis showed the need to continue with a focus on academic achievement for ALL students especially low-income, English learners, foster youth, homeless students, and students with disabilities. In the realm of student performance, the district reviewed the Every Student Succeeds Act (ESSA), which requires state educational agencies to determine school eligibility for Additional Targeted Support and Improvement (ATSI). On February 6, 2023, Ojai Unified was identified as having five schools who qualify for Additional Targeted Support and Improvement (ATSI): Matilija Middle School, Meiners Oaks Elementary School, Mira Monte Elementary School, Topa Topa Elementary School, and San Antonio Elementary School. The district has created plans (School Plan for Student Achievement) to intervene on behalf of our underperforming student groups. The pandemic's long-term impact on student learning cannot be overstated. Learning loss mitigation and skill development will continue to be an important component and a high priority in the 2023-24 LCAP. The district will continue with tiers of academic support and early literacy. Professional development will be enhanced to reflect research-based strategies and data-driven instruction. Access to technology will also continue to be a priority. After two years of disruptions for students, families, and staff and another year of trying to target underperforming groups, it is almost certain that the district will experience wide variance in data and annual measurable outcomes among those groups in English language arts and mathematics. Academic achievement will always be a broad goal of Ojai Unified School District. The district is in the business of student learning. This goal partially reflects one of the 2020-21 Board Goals: Student Achievement "We will provide an environment where students make academic progress and each and every student will learn at high levels." The actions and metrics grouped together will help achieve that goal. The actions and services encompass the entire gamut of Ojai Unified School District from transitional kindergarten to high school. Also, the standardized assessment metrics are generally specific to grades three through high school (with the exception of English learner progress). Research shows that high-quality, intensive early learning will have positive effects on cognitive development, school achievement and completion, especially for low-income children. The positive effects of a rich K-2 learning environment with an emphasis on early literacy will continue into adolescence and help improve student outcomes later in high school and beyond.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Distance from Standard Met/Exceeded Standard (CA Dashboard) (CAASPP)	<ul style="list-style-type: none"> <li>18.4 Distance from Standard</li> </ul> 43.99% Met/Exceeded (2019)	44.07% Met/Exceeded (2021) 3rd-5th grade only	42.82% Met/Exceeded (2022) Grades 3-8 and grade 11		Increase Met/Exceeded by 10%
CAASPP math Distance from Standard Met/Exceeded Standard (CA Dashboard) (CAASPP)	<ul style="list-style-type: none"> <li>45.8 Distance from Standard</li> </ul> 32.68 % Met/Exceeded (2019)	27.10% Met/Exceeded (2021) 3rd-5th grade only	25.27% Met/Exceeded (2022) Grades 3-8 and grade 11		Increase Met/Exceeded by 10%
Student groups: CAASPP ELA Distance from Standard Met/Exceeded Standard (CA Dashboard) (CAASPP)	English Learner -69 Distance from Standard Hispanic -55.3 Distance from Standard Economically Disadvantaged -46.8 Distance from Standard Students with Disabilities -96.5 Distance from Standard White +2.7 Distance from Standard	English Learner 11.63% Met/Exceeded Hispanic 31.00% Met/Exceeded Economically Disadvantaged 30.50% Met/Exceeded Students with Disabilities 16.37% Met/Exceeded White 52.91% Met/Exceeded (2021) 3rd-5th grade only	English Learner 13.43% Met/Exceeded Hispanic 29.88% Met/Exceeded Economically Disadvantaged 31.05% Met/Exceeded Students with Disabilities 13.87% Met/Exceeded White 51.81% Met/Exceeded (2022) Grades 3-8 and grade 11		Increase Met/Exceeded by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learner 11.81% Met/Exceeded Hispanic 26.71% Met/Exceeded Economically Disadvantaged 30.67% Met/Exceeded Students with Disabilities 12.15% Met/Exceeded White 54.06% Met/Exceeded (2019)				
Student groups: CAASPP math Distance from Standard Distance from Standard Met/Exceeded Standard (CA Dashboard) (CAASPP)	English Learner -84.3 Distance from Standard Hispanic -79.3 Distance from Standard Economically Disadvantaged -74.5 Distance from Standard Students with Disabilities -123.1 Distance from Standard White -26.1 Distance from Standard	English Learner 6.98% Met/Exceeded Hispanic 17.34% Met/Exceeded Economically Disadvantaged 16.92% Met/Exceeded Students with Disabilities 12.28% Met/Exceeded White 33.33% Met/Exceeded (2021) 3rd-5th grade only	English Learner 1.49% Met/Exceeded Hispanic 13.76% Met/Exceeded Economically Disadvantaged 14.62% Met/Exceeded Students with Disabilities 9.42% Met/Exceeded White 33.88% Met/Exceeded (2022) Grades 3-8 and grade 11		Increase Met/Exceeded by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learner 9.45% Met/Exceeded Hispanic 17.77% Met/Exceeded Economically Disadvantaged 20.12% Met/Exceeded Students with Disabilities 6.48% Met/Exceeded White 41.54% Met/Exceeded (2019)				
AP pass rate (College Board)	69% passed with a score of 3 or higher (2018-19)	65% passed with a score of 3 or higher (2020-21)	69% passed with a score of 3 or higher (2021-22)		Increase to 70%
Graduates meeting UC/CSU requirements (DataQuest)	42.4% Ojai Unified 51.7% Nordhoff (2019-20)	51.9% Ojai Unified 59.5% Nordhoff (2020-21)	51.1% Ojai Unified 58.4% Nordhoff (2021-22)		Increase to 55% (Ojai Unified) and from 60% (NHS)
Fully Credentialed Teachers and Appropriately Assigned (California Commission on Teacher Credentialing) CA Dashboard	100%	100%	100%		CA Dashboard Maintain at 100%
English Learner progress towards	50.9% (2019)	No data available on Dashboard in 2021	48.2% (2022)		Increase to 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Proficiency (ELP) as measured increasing one or more English Language Progress Indicator (ELPI) levels on the ELPAC (Dashboard)					
Reclassification Rate (DataQuest)	7.8% (2018-19)	21.7% (2020-21)	No Data		Increase to 25%
California Science Test Met/Exceeded the standard (CAASPP/CA Dashboard)	District: 32.68% (2020)	District: 27.52% (2021)	District 29.45% (2022)		Increase to 35% Met/Exceeded the standard both district and each grade (CAASPP/CA Dashboard)
Standards-aligned Instructional Materials for every student s (Williams) CA Dashboard	100%	100%	100%		Maintain at 100% CA Dashboard
Highly qualified teachers with authorization to teach ELD. (Compliance, Monitoring, Intervention, and Sanctions)	100%	100%	100%		Maintain at 100%
College/Career Indicator Prepared (Dashboard)	48.7% (2019-20)	NA	Not reported in 2022		Increase "Prepared" to 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation rate (Dashboard)  Four-year Cohort Graduation Rate (DataQuest)	Graduation Rate (Dashboard) 86.4% Ojai Unified (2019-20)  Four-year Cohort Graduation Rate (DataQuest) 74.4% Chaparral (2019-20) 90.1% Nordhoff(2019-20) 86.8% Ojai Unified (2019-20)	No Dashboard in 2021  Four-year Cohort Graduation Rate (DataQuest) 63.3% Chaparral (2020-21) 93.1% Nordhoff(2020-21) 89.0% Ojai Unified (2020-21)	93.8% (2022 Dashboard)  Four-year Cohort Graduation Rate (DataQuest) 70.8% Chaparral (2020-21) 96.5% Nordhoff(2020-21) 93.8% Ojai Unified (2021-22)		Graduation Rate: Dashboard Increase graduation rate by 3%.  Four-year Cohort Graduation Rate (DataQuest) Increase Four-year Cohort Graduation rate by 3% in each category
English Learners: CAASPP ELA Distance from Standard (Dashboard)	<ul style="list-style-type: none"> <li>69 Distance from Standard</li> </ul> 11.81% Met/Exceeded (2019)	11.63% Met/Exceeded (2021)	13.43% Met/Exceeded (2022)		Increase to 13%
English Learners: CAASPP math Distance from Standard (Dashboard)	<ul style="list-style-type: none"> <li>84.3 Distance from Standard</li> </ul> 9.45% Met/Exceeded (2019)	6.98% Met/Exceeded (2021)	1.49% Met/Exceeded (2022)		Increase to 10%
Access to a broad course of study (CA	Standard Met	Standard Met	Standard met		Maintain standard met CA Dashboard, Local Indicator



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard, Local Indicator)					
Complete at least one CTE Pathway (student groups: CA Dashboard)	NA	51.9% All 45.3% Hispanic 36.8% English Learner 37.3% Low Income 21.6% Students With Disabilities	48% All 50% Hispanic 52.2% English Learner 47% Low Income 31.7% Students With Disabilities		Increase by 5% for each subset.
Number of core teachers (Full Time Equivalent) by site funded by General Fund (Escape Technology)	NA	NA	Nordhoff- 21 FTE Matilija-12 FTE Legacy- 2 FTE Topa Topa-8 FTE Meiners Oaks-7 FTE Mira Monte- 10 FTE San Antonio- 6 FTE Summit- 5 FTE (2022-23 Escape Technology)		Nordhoff Junior Senior High-20 Full Time Equivalent (FTE); Meiners Oaks Transitional Kindergarten (TK)-3 FTE; Mira Monte Elementary-15 FTE; Topa Topa Elementary-11 FTE. Year Three Outcome will serve as the baseline.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Intervention, Remediation, Skill Development	Offer differentiated instruction and a multi-tiered system of supports (MTSS) in ELA and math before, during, and after school. Provide targeted assistance in college/career guidance and counseling to principally support English learners, foster youth, RFEP, and low income and for those who are struggling academically. MTSS will be accomplished by scaffolding the standards and focusing on priority standards; by using personalized and competency based learning methods; by identifying missed learning standards and content that are prerequisites to future learning; by focusing on skill development; and by ensuring that English learners receive access to a full curriculum, rigorous coursework, and quality standards-based instruction that is interdisciplinary and leverages primary language instruction and scaffolding. Ojai Unified strives to mitigate learning loss by offering extended learning opportunities including a summer	\$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school program. The district will continue with both academic programming and enrichment camps for elementary and secondary students. In addition, Nordhoff will offer two sections of reading intervention with a phonetic foundation to give students improved success in A-G courses. Nordhoff will revamp the schoolwide intervention schedule that resembles a pull-out during seminar period with a program of classroom tutors during block periods.		
2.2	Early literacy	Continue with the focus on early literacy in primary grades especially targeting low income students and English learners. Continue with the RAFT program to enhance reading fluency. Monitor often with formative assessment, utilize ESGI, and focus research-based reading interventions. Offer a summer readiness program.	\$150,000.00	Yes
2.3	Professional Development	<p>Continue to focus on Professional Learning Communities at all levels to develop program coherence. Work toward high quality instruction for ALL students that is consistently implemented in every classroom in the district.</p> <p>Continue with the two TOSA positions for the second year, who will serve in an instructional setting in order to address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback organized around social-emotional learning, including promoting teacher self-awareness, and supporting learning communities for educators to engage in a meaningful classroom teaching experience. In addition, provide professional development to evaluate and ensure that teachers are systematically applying the techniques of data-driven instruction including: identifying essential standards in math and ELA and regularly using assessments covering those essential standards to guide collaboration, instruction and concrete feedback to students. Ensure that professional development is based on research that demonstrates the effectiveness in increasing students' English</p>	\$325,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		proficiency and academic progress especially for our unduplicated groups. Provide training that substantially increases the teachers' subject matter knowledge, teaching knowledge, and teaching skills especially differentiation. Because of the widespread skill development needed, ensure that staff development includes strategies to align lessons, activities, resources, and assessments to a standards-based level of thinking.		
2.4	Technology	Increase technology access for all students and families, especially low income, English learners, homeless students, and foster youth. This will include device inventory, deployment, and replacement schedule in Tech Plan. Continue with the expansion of 1:1 devices for all students. Continue the web filtering system, GoGuardian, to ensure that our students have more security when browsing online.	\$425,000.00	Yes
2.5	Special Education	Provide professional development for all staff (teachers, administrators) on inclusive practices in the least restrictive environment.	\$5,000.00	No
2.6	Teacher Recruitment	Recruit and retain highly qualified teachers for basic core programming.	\$5,000,000.00	No

## Goal Analysis [2022-23]

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

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

Ojai Unified had no substantive differences in planned actions and actual implementation of these actions. However, the district was not content with the status quo. We continued to be committed to Professional Learning Communities, a collaborative approach to professional development in which small groups of educators meet regularly to explore new concepts, share expertise and insights from their teaching experiences, and engage in collective problem solving. The PLC should constantly seek better ways to achieve, and the PLC has had the

fundamental purpose of "academic achievement and learning for all." Academic achievement will always be a broad goal of Ojai Unified School District. The district is in the business of student learning. Goal 2 partially reflected one of the 2020-21 Board Goals: Student Achievement "We will provide an environment where students make academic progress and each and every student will learn at high levels" The actions and metrics grouped together were designed to help achieve that goal.

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

The budgeted amount for Goal 2 (academic achievement) was \$1,805,000, which nearly matched the estimated actuals at \$1,750,000. The district believed that robust actions would help achieve the goal. The first four actions in Goal 2 addressed some of the major causes of poor progress in academics, including a multi tiered system of support (MTSS), increased access to technology, a focus on early literacy, and professional development that embraced PLCs and highlighted strategies for working with students who were English learners, low-income, homeless students, or foster youth. The metrics for Goal 1 captured this comprehensive approach.

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

Based on the 2022 CAASPP results, the district must monitor, evaluate, and improve implementation of the curriculum and instruction framework to maintain the integrity of the CA content standards, content, grade level benchmarks, instructional strategies, and assessments for growth of student achievement. In order to make progress toward this goal, the district must provide additional support to teachers, and principals to implement the framework, and must provide additional support for curricular and instructional transitions between grades and disciplines within and among district schools, when necessary. In order to make progress toward this goal, the district must implement the above actions with fidelity.

Our secondary school improved their graduation rates due to consistent collaborative practices that analyzed data, monitored progress of student groups, monitored the effectiveness of programs and practices, and made necessary revisions to actions in order to continuously increase student progress.

However, the effectiveness of the specific actions (2.1, 2.2, 2.3 and 2.4) to achieve the articulated goal as measured by CAASPP were not always effective. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. For example, when the district assesses the effectiveness of a single action such as 2.2 (early literacy) within the goal, the effectiveness may not show up until several years later. Sometimes grouping actions with metrics allows the district to do a more robust analysis of whether the strategies to impact a specified set of metrics is working. This is true with the metrics such as graduation rate, AP pass rate, properly credentialed teachers, access to standards based core curriculum, A-G completion, and CTE completion.

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

CAASPP results in Year One Outcomes were based on grades 3-5 only because the secondary used alternative assessments. CAASPP results for Year 2 outcomes were based on grades 3-8 and grade 11.

Also, the district replaced a new action for students with disabilities (SWD). After consultation with our local SELPA, the district determined that we had a need to address inclusion. We discussed the need for SWD to spend more time in the general education classroom. Thus, the new action will focus on professional development for general education teachers to address inclusion.

Some educational partners expressed a desire to know and understand the number of Full Time Equivalents (FTE) for core programming and the amount of general fund monies that are spent on core classroom teachers. This will be included as a metric and as an action item in Goal 2 of the 2023-24 LCAP. The Year Three Outcome will serve as a baseline. The budgeted amount for Action 2.6 was based on a May 1, 2023 snapshot of teacher salaries from the General Fund. The total was \$4,900,000.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,124,102	0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.74%	0.00%	\$0.00	9.74%

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

## Required Descriptions

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

Closing academic gaps among student groups and student engagement will continue to be the two major themes in 2023-24 and beyond.

Ojai Unified School District receives supplemental funds to support the needs of low-income, foster youth, English learners, and homeless pupils, but the district does not meet the concentration grant funding threshold of 55%. However, Ojai Unified will expend funds to specifically address the needs of these identified student groups in order to increase academic achievement and student engagement. In Ojai Unified, most actions were continued from the 2022-23 LCAP. However, according to Michael Fullen, an educational researcher, it might take as many as 11 years to institutionalize! Nevertheless, for each action in the Local Control Accountability Plan (Goal 1: 1.1, 1.3, 1.4, 1.5, 1.6; Goal 2: 2.1, 2.2, 2.3, 2.4) being provided to an entire school or in some cases our entire district, the emphasis was on serving the needs of unduplicated students; however, the actions were also about improving all structures that supported student learning and student engagement to achieve a common goal. The district concluded that when programs were either schoolwide or district-wide, funds would help to build capacity and to maximize the impact.

Adopting this strategy should result in an ongoing, comprehensive plan for social and emotional health and for academic progress that is owned by the entire school community. Ojai Unified School District believes in the premise that comprehensive reform strategies rather than separate, add-on services are most effective in creating a positive school climate and raising academic achievement for our unduplicated



students. The efficacy of the actions that were specifically targeted for the unduplicated students often required that the entire school program or structure be refined or changed in both the affective and the cognitive domain. How can we improve our structures? How can we impact the school and district culture (Goal 1)?

Not all barriers are academically related. Research has shown that students who report being engaged in learning are more likely to exhibit hope, resilience, and optimism who in turn are more likely to achieve higher academically. (Martinez 2019) As a first step, the district carefully analyzed the social-emotional needs of our low-income, foster youth, English learners, and homeless pupils, by looking at past practice and outcomes including outreach to families, mental and physical health, equity, engagement, school climate, and attendance. Most of these students lacked the many resources necessary for success in an educational environment. Foster youth, homeless and low-income students experience trauma from the adverse childhood experiences related to the foster care system and the challenges related to living in poverty or without stable housing. English learners also face struggles with school and peer connectedness as a result of language barriers. By learning how to use effective strategies in the Social Emotional Learning (SEL) competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, these students should improve in their social-emotional wellness.

The needs of foster youth, English learners, homeless students, and low-income students were considered for Goal 1 because of the extenuating circumstances that impede social-emotional wellness and create barriers to success in school. In particular, secondary English learners, foster youth, homeless students, and low-income students have decreased levels of school and positive peer engagement as reflected in absenteeism. These actions will be effective in meeting Goal 1 by intentionally teaching these students a social-emotional curriculum, by providing access at school to wellness centers and trained counselors, and by providing access to a peer mediation program. The actions promote student success by providing the needed tools to vulnerable students who are disproportionately affected by conditions. The social-emotional interventions and support provided by these actions are intended to lower the chronic absenteeism rate and increase overall engagement.

District-wide implementation of these practices also has had and will continue to have an increased positive impact on the low-income, foster youth, English learners, and homeless pupils, as tiered intervention (also known as RTI or MTSS) research indicates. Ojai Unified designed five out of six actions in Goal 1 to improve services for our English learners, low income students, and foster youth. By improving our outreach to families in both quantity and quality, the district hopes to give students the support system and "emotional capital" required in times of need. The district will continue the position of Coordinator, Student and Family Services, which began in the 2021-22 school year. This crucial role will continue in 2023-24 with outreach to Spanish-preferred families and other families in need. Outreach is part of Goal 1.1, 1.3, 1.4, 1.5 and 1.6. Ojai Unified believes in providing ongoing mental health support, engaging activities, and giving students the internal (emotional) and external (relationships and role models) resources to deal with conflict, behavior, choices, and motivation. These actions should, hopefully, result in positive outcomes in areas such as engagement, mental and physical health, school climate, and attendance.

The district believes that laying the foundation for a strong and positive district culture will have powerful effects on all students but especially our low-income, foster youth and English learners. For example, the district's four-year graduation rate is 93.8% for all students; 80% for homeless students; 82.9% for students with disabilities; 78.3% for English learners; and 87% for low income students. Goal 1 and Goal 2 will address student engagement and academics, two of the main reasons for not graduating on time. For Goal 1, the secondary schools will deploy a mixture of systemwide and targeted intervention programs that meet the needs of our student groups most at risk. Also the high

school will track students' progress in attendance or behavior to identify students early. This is an example of targeted intervention.

The district places a high priority on cultural literacy for students and staff and will continue with Goal 1.4. This action will help students learn about each other and become more engaged in the school setting. The more that students learn about each other and their shared history, the more they will be inspired to change the world. Some of the data supporting this conclusion about engagement, school climate, and attendance is strong. After assessing the needs, conditions, and circumstances of our unduplicated pupils, we learned that the attendance rate of those students is lower than the attendance rate for all students. Attendance rate is a predominant concern with our unduplicated students, but the district's entire culture around attendance needs to be revamped.

These actions are being provided on an LEA-wide basis, and the district expects/hopes that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly higher chronic absenteeism (defined as missing 10% or more days of school both excused and unexcused) among these student groups, and because the actions will meet the needs most associated with the chronic stresses and experiences of these students, the district expects that the chronic absenteeism rate for students will decrease significantly more than the chronic absenteeism of all other students. The chronic absentee rate of our low-income students, homeless students, and students with disabilities was 32.2%, 41.5%, and 41% respectively, which was higher than for "All" students (28.6%). Additionally, teacher feedback indicated the district's and families' culture around attendance was lacking for all students. To address these needs, the district will provide continued transportation and implement systems that emphasize the importance of attendance including a districtwide educational campaign on the benefits of high attendance rates. (Goal 1, Action 6) However, because we expect that all students with less than a 100% attendance rate will benefit, these actions are provided on a district-wide basis.

Analysis of ELA and math performance data from CAASPP indicates that English learners, low-income, foster youth, and homeless students are most at risk of not making adequate progress in meeting academic standards in English and mathematics: ELA -All 42.82%; EL 13.43%; LI 31.45%; Math- All 25.27%; EL 1.49%; LI 14.62%; CTE- All 51.9% prepared; EL 36.8%; LI 37.3%.

In addition, the district discovered that the metrics were lower on AP Pass Rate, A-G Completion, and College and Career Indicator for these student groups than the metrics for the "All" students. In order to mitigate this lack of academic progress of our English learners, low income students, foster youth, and homeless students, we have designed the first four actions in Goal 2 to address some of the major causes of poor progress in academics, including a multi-tiered system of support (MTSS), increased access to technology, a focus on early literacy, interventions offered outside the school day, and professional development that embraces PLCs and highlights strategies for working with students who are English learners, low-income or foster youth. By ensuring that appropriate academic interventions are implemented with fidelity and with a consistent process for measuring and monitoring student progress of foster youth, homeless students, English learners, and low-income students, the needs of these students will be effectively met. This multi-tiered system of support is the most effective use of funds because it allows for specialized small group instruction with consistent progress monitoring, which has been found not only in our experience but also in research to be an effective use of time and money.

John Hattie in "Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement" finds that response to intervention is one of the most influential achievement practices. In addition, the CDE outlines the benefits and effectiveness of an MTSS and RTI framework here: <http://www.cde.ca.gov/ci/cr/ri/>. One of the key research points for low-income, foster youth, English learners, and homeless pupil

groups is that successful implementation of the MTSS process is key to ensuring that English learners, foster youth, homeless students, and low-income students receive appropriate intervention to maximize their academic achievement (and language acquisition for ELs), so that these students are not disproportionately identified for special education services.

Goal 2 and its actions have a focus on student learning with a commitment to high expectations that will benefit all students in the future. All activities, strategies, and interventions included in the LCAP will be evidence-based. The strategies will address the needs of all students in a school, but particularly the needs of those at risk of not meeting the challenging State academic standards. As shown in the Engaging Educational Partners and the Metrics sections, CAASPP ELA and math data, students are struggling academically. (See above) Parents and other educational partners have stressed the need for intensive support to mitigate learning loss and the need for quality training and resources for teachers. Educational partners also mentioned that the need to adjust instruction to support the learning needs of students and focus on important foundational skills. Teachers and staff noted the importance of assessing students' learning levels periodically. Targeting instruction tailored to a child's learning level has been shown to be cost-effective at helping students catch up, including grouping children by level all day or part of the day. These strategies for our targeted student groups will also strengthen the academic program of an entire school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Also teachers must have adequate support to help children learn. Further, "educational resources play a significant role in order to provide equal opportunities for students by diminishing the effect of socioeconomic factors on academic achievement. The level of attaining educational aims and objectives is directly related to educational resources and use of them." (Savasci, M. (2013). Ojai Unified will expend funds and resources to specifically address the needs of these targeted student groups in order to increase academic achievement and student engagement. As it is likely that other students needing learning loss mitigation and intervention may also benefit from all of the actions in Goal 2, they will be provided on a district wide basis.

The above actions are principally directed to and effective in meeting its two broad goals for low-income, foster youth, English learners, and homeless students in the state and local priorities. The total percentage to increase or improve services for the coming school year is 9.38%. The district determined efficacy to meet these goals based on experience and the following supporting research and educational theory:

- A New Look, A New Resolve (Marzano Research, June 2020)
- Californians Together: English Learner Roadmap (2021)
- Mora-Flores, Eugenia: Connecting Content and Language for English Language Learners (2020)
- Hattie, John, Visible Learning (2009)
- Martinez, Paul, Educational Resources (2018)

- Savasci, M. (2013). Why Are Some Students Reluctant to Use L2 in ESL Speaking Classes?
- Sailor, Wayne, et al, Reconceptualizing Inclusive Education Through Multi-Tiered System of Support, Inclusion (2018)
- "What Is A Professional Learning Community?" (Solution Tree)
- Weissberg, R. P., Durlak, J. A., Domitrovich, C. E., and Gullotta, T. P. (Eds.). (2015). Social and emotional learning: Past, present, and future. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, and T. P. Gullotta (Eds.), - - -

Handbook of social and emotional learning: Research and practice (pp. 3-19). New York, NY, US: The Guilford Press.

- Helping Educators Select High-Quality Programs: 2013 CASEL Guide: Effective Social and Emotional Learning Programs - Preschool and Elementary School Edition and the 2015 CASEL Guide: Effective Social and - - Emotional Learning Programs - Middle and High School Edition
- Harnessing the Power of PLCs; DuFour, Richard; Educational Leadership, v71 n8 p30-35 May 2014
- Freeman, Robert, "The Relationship Between Extracurricular Activities and Academic Achievement" (2017).
- Self-study Guide for Implementing High School Academic Interventions (September 2016)
- Skillful Data Analysis Can Improve Future Instruction (Marzano, December 2015)
- From Pre-fab to personalized: How Districts Are Retooling Professional Development (January 2017)

- Creating a Welcoming Environment: 4 Key tips for Administrators (June 2016)
- California Healthy Kids Survey (WestEd)
- Smarter Balanced Consortium
- Improving Education for English Learners, CDE (2010)

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

100% of the LCFF supplemental funds are embedded in the LCAP in both broad goals. In 2023-24 supplemental funds (Goal 1: 1.1, 1.3, 1.4, 1.5, and 1.6; Goal 2: 2.1, 2.2, 2.3, 2.4) in the Ojai Unified School District will be principally directed toward meeting the goals that the district has set for its English learners, low income and homeless students, and foster youth. The position Student and Family Support Coordinator, which began in the 2021-22 school year, will significantly enhance the district's outreach to both Spanish-speaking families and other families in need. The district is providing activities to promote physical and mental health, activities to keep students connected and engaged including options outside the core curriculum, such as athletics, CTE pathways, music, drama, clubs, targeted instruction, after-school academic support, additional counseling, and teacher professional development.

The professional development will continue to enhance and refine teachers' knowledge of Professional Learning Communities and promote the usefulness of data to guide instruction, especially strategies for our English learners, our foster youth, and our low-income students. Ojai Unified will budget a significant amount to provide differentiated instruction and a multi-tiered system of supports (academic and behavioral) before, during, and after school to mitigate students' learning loss and to support student emotional needs including interventions for high-risk students and for those students who are struggling. The district will continue to budget for services for those needy students, which includes growing services both in quantity and in quality. This will include access to technology. Research shows that academics are positively related to extracurricular participation. The district believes that student engagement and social-emotional learning begins early.

Finally, the use of the supplemental funds on a district-wide basis and schoolwide basis helps to build capacity. This is the most effective use of the funds to meet the state's eight priority areas and the common goals of the District and of our educational partners for the unduplicated count of low-income, homeless, foster youth, homeless, and English learners.

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

Ojai Unified School District does not receive concentration funds or concentration grant add-on funding.

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

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,600,000.00	\$5,915,000.00		\$210,000.00	\$8,725,000.00	\$7,790,000.00	\$935,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Family Communication and Outreach	English Learners Foster Youth Low Income	\$100,000.00	\$10,000.00			\$110,000.00
1	1.2	Safety	All		\$150,000.00		\$50,000.00	\$200,000.00
1	1.3	Mental Health and Physical Health	English Learners Foster Youth Low Income	\$500,000.00				\$500,000.00
1	1.4	Diversity, Equity and Inclusion	English Learners Foster Youth Low Income	\$65,000.00			\$10,000.00	\$75,000.00
1	1.5	Student Engagement and School Climate	English Learners Foster Youth Low Income	\$935,000.00	\$500,000.00			\$1,435,000.00
1	1.6	Attendance	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00
2	2.1	Intervention, Remediation, Skill Development	English Learners Foster Youth Low Income	\$300,000.00			\$100,000.00	\$400,000.00
2	2.2	Early literacy	English Learners Foster Youth Low Income	\$150,000.00				\$150,000.00
2	2.3	Professional Development	English Learners Foster Youth Low Income	\$50,000.00	\$225,000.00		\$50,000.00	\$325,000.00
2	2.4	Technology	English Learners Foster Youth	\$400,000.00	\$25,000.00			\$425,000.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.5	Special Education	Students with Disabilities		\$5,000.00			\$5,000.00
2	2.6	Teacher Recruitment	All		\$5,000,000.00			\$5,000,000.00

Revised on June 19, 2023

## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
21,808,660	\$2,124,102	9.74%	0.00%	9.74%	\$2,600,000.00	0.00%	11.92 %	<b>Total:</b>	\$2,600,000.00
								<b>LEA-wide Total:</b>	\$2,600,000.00
								<b>Limited Total:</b>	\$2,600,000.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Family Communication and Outreach	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
1	1.3	Mental Health and Physical Health	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$500,000.00	
1	1.4	Diversity, Equity and Inclusion	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$65,000.00	
1	1.5	Student Engagement and School Climate	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$935,000.00	
1	1.6	Attendance	Yes	LEA-wide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools	\$100,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
2	2.1	Intervention, Remediation, Skill Development	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
2	2.2	Early literacy	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools K-2	\$150,000.00	
2	2.3	Professional Development	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
2	2.4	Technology	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$400,000.00	

Revised on June 19, 2023

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,915,500.00	\$4,880,118.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Family Communication and Outreach	Yes	\$95,000.00	\$114,613
1	1.2	Safety	No	\$350,000.00	\$177,378
1	1.3	Mental Health and Physical Health	Yes	\$190,000.00	\$686,528
1	1.4	Diversity, Equity and Inclusion	Yes	\$50,000.00	\$72,467
1	1.5	Student Engagement and School Climate	Yes	\$925,000.00	\$1,771,580
1	1.6	Attendance	Yes	\$500,000.00	\$241,176
2	2.1	Intervention, Remediation, Skill Development	Yes	\$720,000.00	\$465,180
2	2.2	Early literacy	Yes	\$180,500.00	\$235,875
2	2.3	Professional Development	Yes	\$500,000.00	\$455,098
2	2.4	Technology	Yes	\$400,000.00	\$460,223

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Special Education	No	\$5,000.00	\$0
2	2.6	Early Admittance Transitional Kindergarten	Yes	\$0	\$200,000

## 2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$1,945,500.00	\$2,034,587.00	(\$89,087.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Family Communication and Outreach	Yes	\$80,000.00	110,853		
1	1.3	Mental Health and Physical Health	Yes	\$140,000.00	498,319		
1	1.4	Diversity, Equity and Inclusion	Yes	\$25,000.00	60,243		
1	1.5	Student Engagement and School Climate	Yes	\$600,000.00	541,393		
1	1.6	Attendance	Yes	\$400,000.00	214,162		
2	2.1	Intervention, Remediation, Skill Development	Yes	\$340,000.00	151,342		
2	2.2	Early literacy	Yes	\$10,500.00	100,593		
2	2.3	Professional Development	Yes	\$150,000.00	29,404		
2	2.4	Technology	Yes	\$200,000.00	328,278		
2	2.6	Early Admittance Transitional Kindergarten	Yes	0	0		

## 2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
20,439,405		0%	0.00%	\$2,034,587.00	0.00%	9.95%	\$0.00	0.00%



# Instructions

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[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

### **Focus Goal(s)**

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

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

### **Broad Goal**

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

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

### **Maintenance of Progress Goal**

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

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

### **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

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



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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

### Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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



Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

### **LCFF Carryover Table**

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

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

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

California Department of Education  
January 2022

Revised on June 19, 2023