



LCFF Budget Overview for Parents

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

CDS Code: 56725200000000

School Year: 2024-25

LEA contact information:

Sherrill Knox

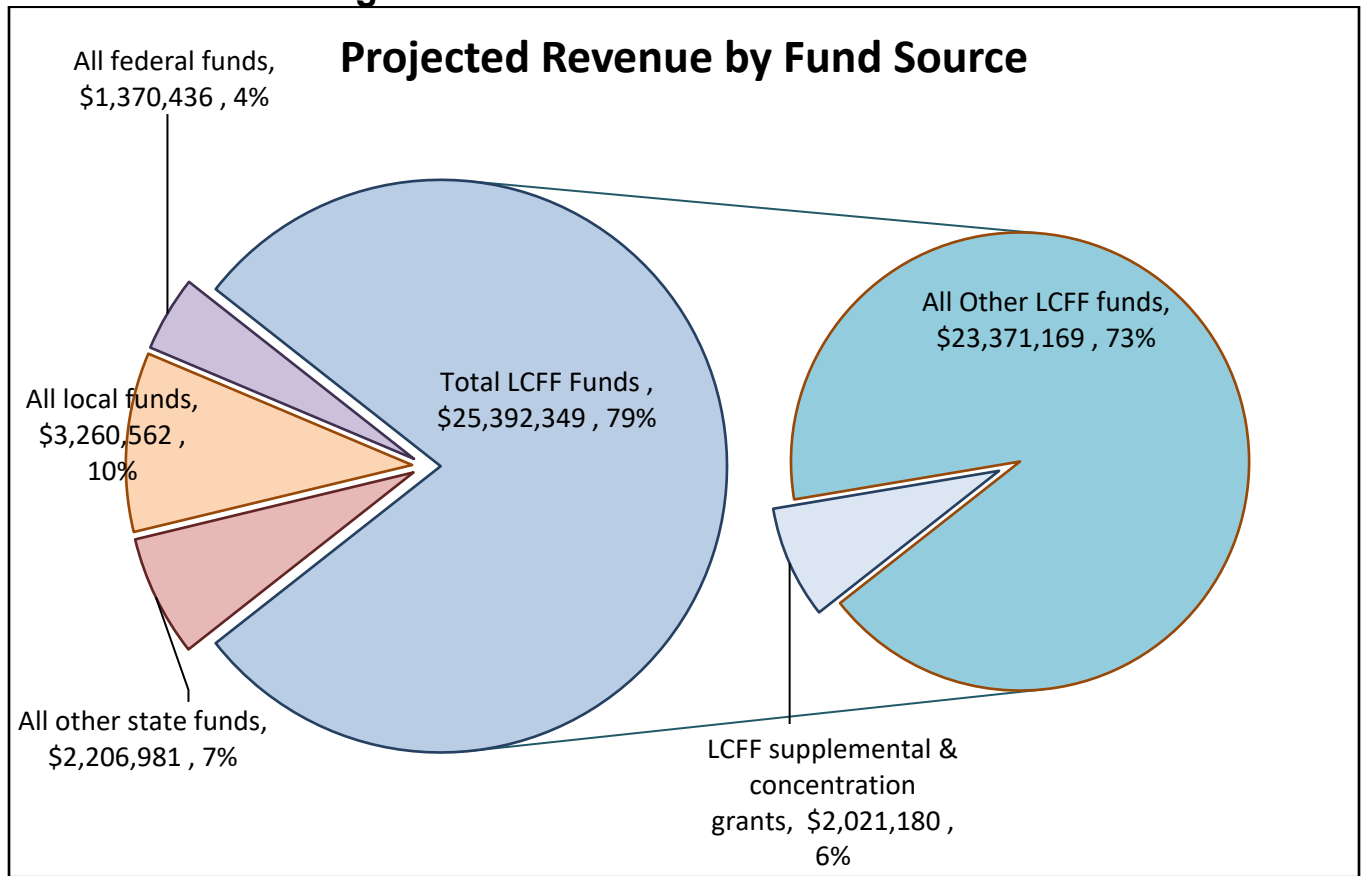
Superintendent

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 2024-25 School Year

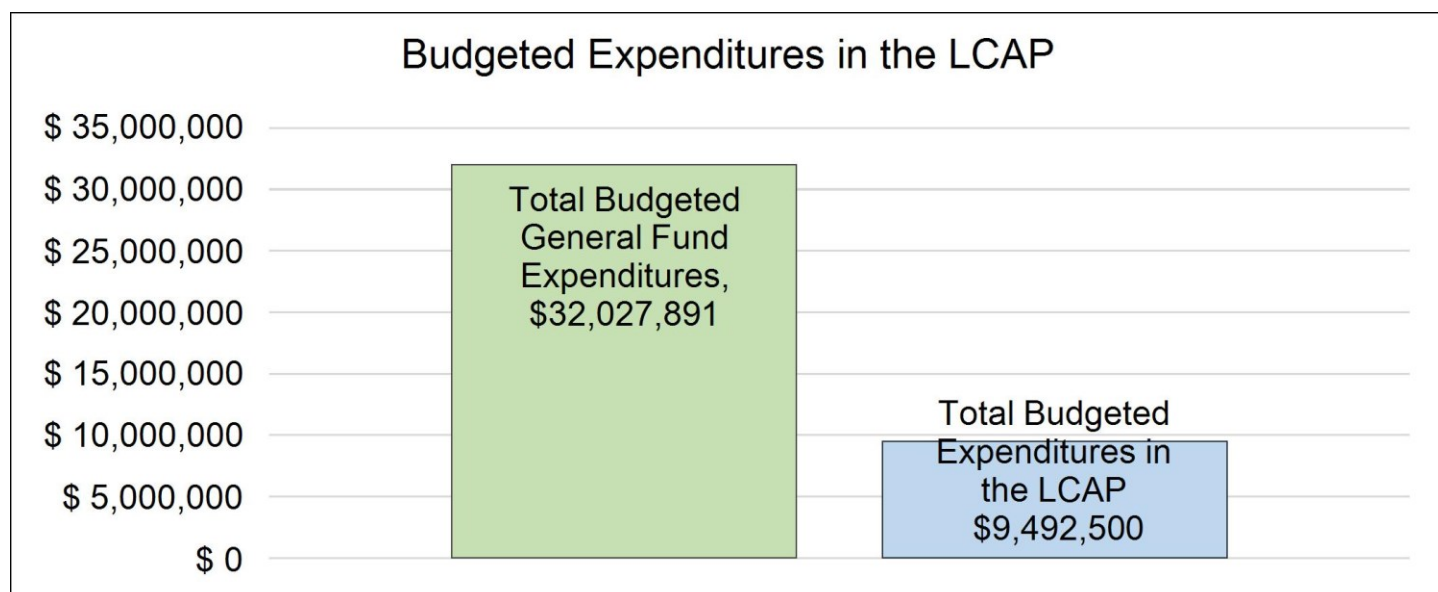


This chart shows the total general purpose revenue Ojai Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ojai Unified School District is \$32,230,328, of which \$25,392,349 is Local Control Funding Formula (LCFF), \$2,206,981 is other state funds, \$3,260,562 is local funds, and \$1,370,436 is federal funds. Of the \$25,392,349 in LCFF Funds, \$2,021,180 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 2024-25. 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 \$32,027,891 for the 2024-25 school year. Of that amount, \$9,492,500 is tied to actions/services in the LCAP and \$22,535,391 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 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; Home to School Transportation; Transitional Kindergarten Add-on; 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://www.cde.ca.gov/pd/ee/eef2021.asp>

Expanded Learning Opportunities Program: <https://www.cde.ca.gov/ls/ex/elopininfo.asp>

Targeted Instructional Improvement Block Grant: <https://www.cde.ca.gov/re/pr/tiibg.asp>

Arts, Music, and Instructional Materials Discretionary Block Grant:

<https://www.cde.ca.gov/ci/cr/cf/artsmusicimblockgrant.asp>

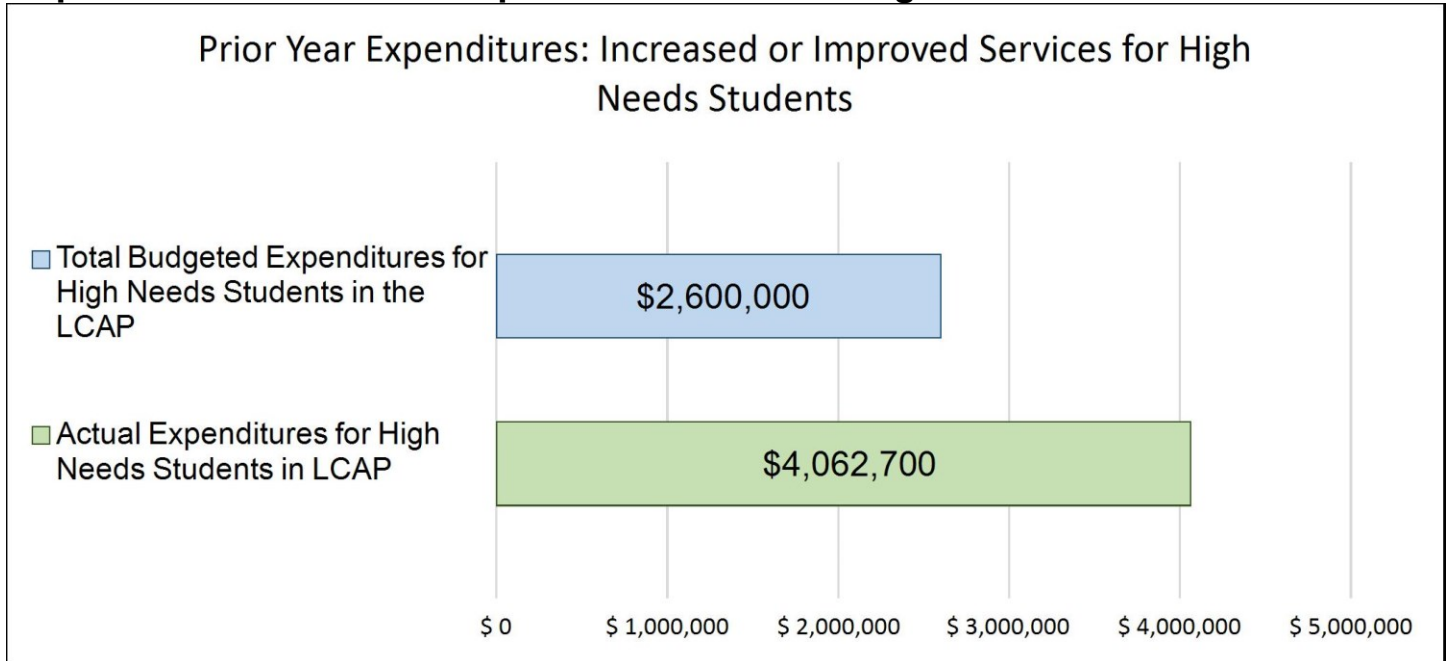
Prop 28: Arts and music in schools: <https://www.cde.ca.gov/eo/in/prop28artsandmusicedfunding.asp>

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Ojai Unified School District is projecting it will receive \$2,021,180 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 \$2,430,000 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 2023-24



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 2023-24, Ojai Unified School District's LCAP budgeted \$2,600,000.00 for planned actions to increase or improve services for high needs students. Ojai Unified School District actually spent \$4,062,700 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

Goal #	Description
1	The district will provide safe facilities and engaging learning environments by partnering with families and the 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.

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)	92.06% (2023-24)	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)	0 students (CALPADS 2022-23)	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)	.04% (CALPADS 2022-23)	Maintain at less than 1% CALPADS, CA Dashboard
Suspensions (Data Quest, CA Dashboard)	3.6% (2019)	.2% (2020-21)	1.7% (2021-22)	1.6% (2022-23)	Decrease from 3.6% CA Dashboard
Expulsions (Data Quest, CA Dashboard)	0% (2019-20)	.04% (2020-21)	0% (2021-22)	0% (2022-23)	Maintain at less than 1% expulsions DataQuest, CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absentees (Data Quest, CA Dashboard)	11.2% (2018-19)	7.2% (2020-21 DataQuest)	28.6% (2021-22 DataQuest)	24.0% (2022-23)	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)	23.7% (2022-23)	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)	24.5% (2022-23)	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	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	ParentSquare reaches 98% of families and shows an average of 575 posts per month.	Maintain at least once per week
School Facilities in "Good Repair"	Good Repair	Good repair	Good repair	Good repair	Maintain at "Good Repair"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(CDE Facility Inspection Tool, FIT, CA Dashboard)					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	2024 7th 51% 9th 55% 11th 57%	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	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%	5th 85% 7th 85% 9th 72%	Increase percentage and work towards 100% participation rate.

Goal Analysis

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.

On the CA School Dashboard Performance Levels (or colors) state indicators are determined using current year performance (or Status) and the difference from prior year (or Change) to show growth or decline. This results in five color-coded Performance Levels for each indicator. From highest to lowest, the Performance Levels are: Blue, Green, Yellow, Orange, and Red. Ojai Unified had no indicators that were in the "red." Ojai Unified was able to fully implement four of the actions and services in Goal One. Parent Outreach, mental and physical health, supervision and safety, and student engagement were fully planned and put in place with high fidelity implementation practices and expected outcomes. These actions were deemed somewhat successful based on various metrics: Behavior metrics remain low at 1.6% (suspensions)

and no expulsions; communication with parents is robust showing 97% of our families are contactable through ParentSquare and the district averages over 500 posts per month; participation rate in the physical fitness test increased in middle and high school and decreased at the elementary level. The California Healthy Kids Survey (CHKS) shows that students feel connected. Seventh grade students showed an increase of 4% in school connectedness. Ninth graders increased from 53% to 55%, and eleventh graders showed an 8% improvement since 2022. In 2022 students had just returned to in person learning after the pandemic of 2020. In the context of the school reconfigurations in 2023-24, the CHKS showed a healthy increase in school connectedness.

However, the district had one significant challenge with this goal. Despite the district progress made in chronic absenteeism to "orange," the rate remains high from a baseline of 11.2% in 2018-19 to 24.5% in 2022-23. To begin the year and during the initial implementation of Goal One, the district planned to have bus service for all students to help with the district's chronic absenteeism. (Action 1.6) The focus of initial implementation was to provide transportation outside of a one-mile radius. This became one of the most significant challenges with Goal One due to the lack of available bus drivers. In fact there were many days when the district could not implement the planned action due to staff shortages including illness and staff vacancies. Routes had to be canceled. This challenge is reflected in the district chronic absenteeism rate at 24.5% districtwide. In fact, one student group, Hispanic, from Matilija Middle School (now Nordhoff Junior High School) was in the red at 27.5%. Despite the district's improvement with the P2 attendance rate at 95.67%, the district is fully aware that chronic absence — missing 10 percent or more of school days due to absence for any reason—excused, unexcused absences and suspensions—can translate into students having difficulty learning to read by the third-grade, achieving in junior high school, and graduating from high school. The district will continue a laser focus on attendance.

In addition, in one instance, the district did not implement a planned action (1.4) Diversity, Equity, and Inclusion as it was significantly out of place as an "action." After many discussions with educational partners, the district came to the conclusion that this concept is not a single action, but it is an overriding philosophy of Ojai Unified District that is embedded in everything that the district strives to do. Quite simply, diversity, equity, and inclusion is used to describe three values that Ojai Unified strives to embody to help all students to be successful in all areas.

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.

Goal One had some minor variances in expenditures (1.1, 1.2, 1.3); however, three actions had material differences between budgeted expenditures and estimated actual expenditures. Action 1.4, Diversity, Equity, and Inclusion spent roughly half of the amount budgeted. The budgeted expenditure was \$75,000 and the estimated actual expenditure was \$37,300. The reason for the difference was that the district came to the conclusion that this concept was not a single action, but it was an overriding philosophy of Ojai Unified District that was and will be embedded in everything that the district strives to do. All actions in Goal One are embedded with the hallmarks of diversity, equity and inclusion. Additionally, Action 1.5, Engagement, the district spent significantly more than budgeted. The budgeted expenditure was \$1,435,000, and the estimated actual was \$2,100,000. The reason for the difference was that the district believes that the concept of student engagement is multidimensional. For example, emotional engagement refers to the affective attitudes students have towards their school, classroom, classmates, and teachers. It includes emotions such as boredom, happiness, sadness, anxiety, a sense of belonging, and a liking

or disliking toward school. Research has shown that electives and some type of extracurricular activity, such as music, academic clubs, and sports are critical to student success. These activities offer opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education. Thus, the district is committed to funding all aspects of Action 1.5, engagement. One note: The cost of athletics increased significantly especially the cost of transporting student athletes. Finally, the district spent almost double the amount budgeted for Action 1.6, attendance. The budgeted expenditure was \$100,000, and the estimated actual expenditure was \$194,400. The reason for the difference was that the high cost of bussing once again contributed to that estimated actual expenditure, especially when the district had to hire an outside vendor for transportation.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal One was focused on parent and student engagement and promoting a positive school climate. Actions 1.1, 1.2, 1.3, and 1.5 were all deemed to be effective. The metrics for those actions all showed improvement. Drop-out rates were all below 1%; Suspensions and expulsions showed decreases over three years; Communication with parents was robust at a 97% contactable rate; School connectedness improved in 7th and 11th grades and maintained in 9th grade; Participation in physical fitness testing improved in both 7th and 9th grades. Actions, such as creating opportunities for meaningful involvement for students; creating a culture in which teachers and staff purposefully develop relationships with students; and providing alternatives to suspension, were all effective in producing a significant and desired result. Unfortunately these same strategies did not have the same result in significant progress with district chronic absenteeism. However, the district did improve slightly (4%) from the 2021-22 school year to the 2022-23 school year. Beginning with the development of the 2024-25 LCAP, the district will continue with actions shown to be effective and enhance actions to improve attendance rate and chronic absenteeism such as continuing to monitor attendance and following up on students with weak attendance. The district will also investigate the reasons for absences and minimize obstacles to strong attendance and try to mitigate those barriers.

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.

Because of the challenges in lowering the district's chronic absenteeism rate, the district will continue to provide transportation in 2024-25; however, in order to mitigate the lack of qualified bus drivers, the district will again offer a bus driver training class in the spring of 2024 through the district's adult education program.

One change the district will make is in the Action 1.4, Diversity, Equity, and Inclusion. After many discussions with educational partners, the district came to the conclusion that this concept is not a single action, but it is an overriding philosophy of Ojai Unified District that is embedded in everything that the district strives to do. All actions in Goal One are embedded with the hallmarks of diversity, equity and inclusion. Ojai Unified will abandon it as an action and place it at the top of our mission and vision in Ojai Unified where it ultimately belongs.

Beginning with the development of the 2024-25 LCAP, the district will adapt the same goal from 2023-24 and create actions that will be intentional about maintaining a positive school climate. Research shows that students who attend schools with a positive school climate have been found to have increased self-esteem and self-concept, decreased absenteeism, reduced behavioral issues and disciplinary actions, and increased school completion. These steps will result in a unified and strengthened approach.

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.

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"> 18.4 Distance from Standard 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	42.81% Met/Exceeded (2023) 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"> 45.8 Distance from Standard 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	26.33% Met/Exceeded (2023) Grades 3-8 and grade 11	Increase Met/Exceeded by 10%
Student groups: CAASPP ELA	English Learner -69 Distance from Standard	English Learner 11.63% Met/Exceeded	English Learner 13.43% Met/Exceeded	English Learner 10.52% Met/Exceeded	Increase Met/Exceeded by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard Met/Exceeded Standard (CA Dashboard) (CAASPP)	<p>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</p> <p>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)</p>	<p>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</p>	<p>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</p>	<p>Hispanic 27.17% Met/Exceeded Economically Disadvantaged 31.16% Met/Exceeded Students with Disabilities 12.88% Met/Exceeded White 53.89% Met/Exceeded (2023) Grades 3-8 and grade 11</p>	
Student groups: CAASPP math	English Learner -84.3 Distance from Standard	English Learner 6.98% Met/Exceeded	English Learner 1.49% Met/Exceeded	English Learner 7.32% Met/Exceeded	Increase Met/Exceeded by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard Met/Exceeded Standard (CA Dashboard) (CAASPP)	<p>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</p> <p>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)</p>	<p>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</p>	<p>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</p>	<p>Hispanic 15.01% Met/Exceeded Economically Disadvantaged 16.07% Met/Exceeded Students with Disabilities 9.70% Met/Exceeded White 34.59% Met/Exceeded (2023) Grades 3-8 and grade 11</p>	
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)	83% passed with a score of 3 or higher (2022-23)	Increase to 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)	49.1% Ojai Unified 58.2% Nordhoff (2022-23)	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%	91%	CA Dashboard Maintain at 100%
English Learner progress towards English Language Proficiency (ELP) as measured increasing one or more English Language Progress Indicator (ELPI) levels on the ELPAC (Dashboard)	50.9% (2019)	No data available on Dashboard in 2021	48.2% (2022)	47.3% (2023)	Increase to 55%
Reclassification Rate (DataQuest)	7.8% (2018-19)	21.7% (2020-21)	No Data	13.6% (2022-23)	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)	32.07% (2023)	Increase to 35% Met/Exceeded the standard both district and each grade (CAASPP/CA Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards-aligned Instructional Materials for every student s (Williams) CA Dashboard	100%	100%	100%	100%	Maintain at 100% CA Dashboard
Highly qualified teachers with authorization to teach ELD. (Compliance, Monitoring, Intervention, and Sanctions)	100%	100%	100%	100%	Maintain at 100%
College/Career Indicator Prepared (Dashboard)	48.7% (2019-20)	NA	Not reported in 2022	67.7%	Increase "Prepared" to 55%
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 (2021-22) 96.5% Nordhoff(2021-22) 93.8% Ojai Unified (2021-22)	93.1% (2023 Dashboard) Four-year Cohort Graduation Rate (DataQuest) 77.3% Legacy (2022-23) 94.8% Nordhoff(2022-23) 93.0% Ojai Unified (2022-23)	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		11.63% Met/Exceeded (2021)	13.43% Met/Exceeded (2022)	10.25% Met/Exceeded	Increase to 13%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard (Dashboard)	<ul style="list-style-type: none"> 69 Distance from Standard 11.81% Met/Exceeded (2019)				
English Learners: CAASPP math Distance from Standard (Dashboard)	<ul style="list-style-type: none"> 84.3 Distance from Standard 9.45% Met/Exceeded (2019)	6.98% Met/Exceeded (2021)	1.49% Met/Exceeded (2022)	7.32% Met/Exceeded	Increase to 10%
Access to a broad course of study (CA Dashboard, Local Indicator)	Standard Met	Standard Met	Standard met	Standard met	Maintain standard met CA 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	46.3% All 45.8% Hispanic **English Learner 44.4% White 42.9% Low Income 58.8% 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	Nordhoff High and Junior High-21 FTE Legacy-2 FTE Topa Topa-14 FTE	Nordhoff Junior Senior High-20 Full Time Equivalent (FTE); Meiners Oaks Transitional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Topa Topa-8 FTE Meiners Oaks-7 FTE Mira Monte- 10 FTE San Antonio- 6 FTE Summit- 5 FTE (2022-23 Escape Technology)	Mira Monte-18 FTE Summit-6 FTE MOEES-4 FTE	Kindergarten (TK)-3 FTE; Mira Monte Elementary-15 FTE; Topa Topa Elementary-11 FTE. Year Three Outcome will serve as the baseline.

Goal Analysis

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.

On the CA School Dashboard performance Levels (or colors) for state indicators are determined using current year performance (or Status) and the difference from prior year (or Change) to show growth or decline. This results in five color-coded Performance Levels for each indicator. From highest to lowest, the Performance Levels are: Blue, Green, Yellow, Orange, and Red. The district had one school, Summit School, in the red for both ELA and math. Summit is our non-classroom based site operating with an independent study model. Some student groups in the district also were also in the red: English learners and homeless students were red in ELA; English learners, homeless, and Hispanic students were in the red in math. The Dashboard also identified student groups within a school that were red: Nordhoff High School-Hispanic students in math; Matilija Middle School (now Nordhoff Junior High School)-English Learners in both ELA and math.

Ojai Unified was able to fully implement three of the actions and services in Goal Two: Intervention, Early Literacy, and Technology for Students. Professional Development was partially implemented due to the challenge of the resignation in the fall of 2023, of two Teachers on Special Assignment (TOSA). Another planned action regarding our Students with Disabilities: "Professional development for all staff (teachers, administrators) on inclusive practices in the least restrictive environment," was fully implemented without the assistance of funding sources to pay for outside trainers or speakers. The final action in Goal Two on Teacher Retention was not an actual action but, instead, merely an accounting to help educational partners to understand the amount spent from the General Fund on core programming.

No planned actions differed substantively from how it was described in the adopted LCAP.

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

Goal Two had two minor variances in expenditures (2.4, Technology and 2.6, Teacher Retention); however, four actions had material differences between budgeted expenditures and estimated actual expenditures. Action 2.1, Intervention and Action 2.2, Early Literacy were not close to the amount budgeted. For Action 2.1, the budgeted expenditure amount was \$400,000 and the estimated actual expenditure was \$200,000. For Action 2.2, the budgeted expenditure amount was \$150,000 and the estimated actual expenditure was over at \$247,400. The reason for both these variances is that budgeting is often based on the previous year; In both instances, the amounts were significantly off with large variances with one spending more and one spending less. One reason may have been attributed to the expansion of Transitional Kindergarten when the district opened Meiners Oaks to become an Early Education School, which spent more than budgeted. Also some activities may have been coded to early literacy instead of the broader goal of intervention (Action 2.1). Also, for Action 2.3, Professional Development, the district spent only about half of what was budgeted. The budgeted expenditure amount was \$325,000 and the estimated actual expenditure was \$160,000. The reason for the difference is that the district had initially budgeted for two Teachers on Special Assignment (TOSA); however, both TOSAs resigned from the district during the summer of 2023. These three actions as a group were the result of changing conditions especially our reconfiguration of sites. Finally, the district expended no funds that were budgeted for Action 2.5, to promote the Least Restrictive Environment (LRE), for our Students with Disabilities. The budgeted expenditure amount was

\$5,000; however, the estimated actual expenditure was \$0. The reason for the difference was that the district was able to train teachers on LRE in-house without the cost of any outside vendor for professional learning.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Performance Levels (or colors) for state indicators are determined using current year performance (or Status) and the difference from prior year (or Change) to show growth or decline. This results in five color-coded Performance Levels for each indicator. From highest to lowest, the Performance Levels are: Blue, Green, Yellow, Orange, and Red. Beginning with the development of the 2024-25 LCAP, the district will modify and enhance actions in Goal Two for those student groups in the "red" on the CA School Dashboard as those actions have not proved effective over the last three years. The district will have modified and targeted actions focused on English Language Arts and the student groups of English Learner and Homeless students. Also the district will have targeted actions focused on math and the student groups of English Learner, Hispanic, and Homeless students. All other student groups exhibited growth according to Status and Change on the CA School Dashboard so that some of the actions will remain in place with some targeted revisions. The district will adapt Goal Two from the 2023-24 LCAP to create actions that are similar but with more intentionality and specificity.

Despite showing growth and progress on the Dashboard, upon deeper analysis, our specific actions did not have the desired result that the district wanted. The CAASPP results when grouped together show a need to encourage teachers to promote better learning and critical thinking by providing targeted specific guidance about how to learn. Beginning with the development of the 2024–25 LCAP, teachers will strive to build effective learning strategies into their classrooms. This concept will ensure that the the professional development action is more specific and robust. Also, beginning with the 2024-25 LCAP, the district will enhance the academic support action. It is important that the district maintain fidelity to design principles of those interventions and academic support to ensure program effectiveness in practice, and maintain implementation approaches that can ensure program success. These implementation approaches include providing scaffolding for grade-level content, but also identifying those strategies that have mixed or insufficient evidence of effectiveness and abandoning those strategies. The district will analyze the two areas that did not show a desired result: English Learner Progress and Reclassification Rate. Beginning with the development of the 2024–25 LCAP, the district will review the CA EL Roadmap to implement California's 21st century college-and-career-ready standards, curriculum, instruction programs, and assessments.

Several metrics in Goal Two are high school metrics; however, Ojai is a unified district and takes responsibility for students in grades TK-12. The district believes in setting a strong foundation in order to impact AP Pass Rate, Graduation Rate, Meeting UC/CSU Requirements, College and Career Preparedness, and CTE Pathway Completion. The actions in Goal Two for high school had mixed results in their efficacy. AP Pass Rate improved; Meeting CSU/UC rRequirements went down slightly; College/Career Preparedness increased significantly; and Graduation Rate remains high.

Some areas in Goal Two that were districtwide functions and actions such as appropriately assigned and fully credentialed teachers, standards-aligned materials, and access to a broad course of study were all successfully implemented.

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.

The Ojai Unified School District had a major reconfiguration in 2023-24. The district closed three schools in June 2023, and reconfigured and combined the remaining sites. Teachers and other staff were moved along with the movement of students. The closure of schools was a factor in programming and the overall feeling of stability as a district. Fortunately by the spring of 2024, the district is moving forward on a positive path.

One action (2.5) is tied to Students with Disabilities. The action stated, "Provide professional development for all staff (teachers, administrators) on inclusive practices in the least restrictive environment." The action was effective and no funding was used; however, the district determined that the action needed a defined metric to measure its outcome. After meaningful engagement with SELPA and our Special Education staff, the district has decided that a more meaningful and targeted action will be adapted in the 2024-25 LCAP "to conduct an in-depth analysis of the Least Restrictive Environment (LRE) at all sites giving staff the support needed. This revised action, 2.5, will have more well-defined metrics with little or no costs involved.

Additionally after a thorough analysis of the math data provided by the CAASPP results and the Dashboard, the district determined that previous actions for math lacked specificity. Beginning with the development of the 2024–25 LCAP, the district will develop a focus goal in mathematics. A math focus goal will be relatively more concentrated in scope and will focus on a fewer number of metrics to measure improvement. The focus goal statement will be time bound and make clear how the goal will be measured. By looking more deeply at math data such as a specific area of math (e.g., concepts and procedures, problem solving and modeling and data analysis, communicating reasoning), teachers will be able to mitigate specific gaps for individual students or student groups. This will result in a new or strengthened approach.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



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 Superintendent	sknox@ojaiusd.org (805) 640-4300

Plan Summary [2024-25]

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 on the north 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 and dire budget challenges beginning several years ago, the Governing Board voted to close three schools in February 2023 with the last day for those sites in June 2023. In the fall of 2023, The District operated the following schools:

Meiners Oaks Early Education School (MOEES), is located at the now closed Meiners Oaks Elementary School serving preschool students and transitional kindergarten students. A Place to Grow Preschool at MOEES serves 2-3 year olds in general education in addition to young learners with an IEP. The District's TK program has four TK classes at MOEES with a total of 90 TK students. MOEES has one part-time principal.

Mira Monte Elementary is now a K-6 program, located on the westside of Ojai, which serves previous Meiners Oaks Elementary students as well as Mira Monte K-6 students. It has an enrollment of 511 students.

Topa Topa Elementary is now a K-6 program, located on the eastside of Ojai, which serves previously closed San Antonio Elementary students as well as Topa Topa K-6 students. It has an enrollment of 351 students.

Matilija Middle School closed in June 2023. The 7th and 8th grade students now make up Nordhoff Junior High School located on the Nordhoff High School campus. It has an enrollment of 276 students.

Nordhoff High School serves 9-12th grades has an enrollment of 602 students. The principal oversees both the junior high and the high school.

The District also operates a continuation high school, Legacy High School, with an enrollment of 51 students. Legacy has a teaching principal.

Lastly, the district operates a non-classroom-based program, Summit School, for TK/K-12th grades. The enrollment at Summit is 184 students. Summit has a part time principal.

According to the 2023 CA School Dashboard, the district enrollment is 2209; low-income enrollment is 43.2%; the district's English Learner enrollment is small at 7.7% (of those 5.3% are Long Term English Learners); and Foster Youth enrollment is very small at .2%. The district has faced declining enrollment since 1998. This has been due to recession, inflation, 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 district receives no Equity Multiplier funding.

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 LCAP development process serves three distinct, but related functions: meaningful engagement of educational partners, comprehensive strategic planning and accountability and compliance.

Reflections: Annual Performance

A reflection on annual performance 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 2023 Dashboard required the district to complete the self-reflections for each of the following 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 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 2023-24 LCAP will be continued in year 1 of the new three-year cycle of the LCAP 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 2024-25 school year by making climate and culture a high priority and by communicating regularly with all educational partners.

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 with tremendous growth.

This particular program, and Ojai Unified in particular, gives parents access to K-12 educational options for their children.

An additional success of which the district is most proud that began in 2021, has been our focused outreach to families especially low-income, English learners, and foster youth. The district created a part-time position of Coordinator, Student Services to serve a critical need for our Spanish-preferred families, foster youth, and low income and homeless students and their families. This is in addition to outreach to all 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 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.

Finally, based on our overall performance level on the Dashboard, the district noted much success on both the current performance (status) and change from the previous year (change). All of the state indicators showed an improvement or maintained the status. The district hopes these successes will be a trend over the next three years.

The district did experience and note some significant challenges. Based on an initial review of the California School 2023 Dashboard, the following schools and student groups received the lowest performance level on one or more state indicators:

Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Summit School (All students), the non-classroom based school in the district, received the lowest performance level (red) on both the English language arts and mathematics indicator. Note: If less than 95 percent of all students are not tested, performance on this measure is adjusted.

Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

English Learners and Homeless students received the lowest performance level (red) on the English language arts indicator.

English Learners, Homeless students and Hispanic students received the lowest performance level (red) on the mathematics indicator.

Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

White students at Summit School received the lowest performance level (red) on the English language arts and mathematics indicator.

Hispanic students at Nordhoff High School received the lowest performance level (red) on the mathematics indicator.

Students with Disabilities and Hispanic students at Topa Topa Elementary School received the lowest performance level (red) on the chronic absentee indicator.

Hispanic students at Nordhoff Junior High School received the lowest performance level (red) on the chronic absentee indicator.

English Learners at Nordhoff Junior High School received the lowest performance level (red) on the English language arts indicator and the mathematics indicator.

The district continues to have challenges with specific student groups; therefore, the district will address the identified needs of student groups by first engaging in a collaborative review of school and district data. Analyzing the data from the Dashboard is a first step. Staff from all levels will develop meaningful key findings that highlight priority issues. By examining a variety of sources illustrating student outcomes such as attendance, achievement, and behavior data, related programs, materials, and resources, and contextual considerations such as student groups or mobility allows for deeper shared understanding of the issues prioritized for improvement.

The district will develop a root-cause analysis to identify strategies for improvement. After prioritizing key findings, leaders will use the analysis to identify the various strategies, such as adjustments to teacher instruction or supports for improving attendance, that affect the prioritized student outcomes. The school/district might list an inventory of current practices and interventions, for example. Second, an inventory will help leaders identify which practices could be ended or reduced; it is difficult for a school or district to add a new intervention without removing or scaling back another effort.

Reflections: Technical Assistance

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

Ojai Unified School District is not eligible for or receiving technical assistance.

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 2, 2024, Ojai Unified was identified as having three schools who qualify for Additional Targeted Support and Improvement (ATSI): Nordhoff Junior High School, Meiners Oaks Elementary School, and Topa Topa 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 2024-25 school year. One of the schools identified for ATSI, Meiners Oaks Elementary was closed after June 30, 2023. It reopened in August 2023 as a TK and preschool site only with 4 TK classes. TK students come from all over the district. The other two sites will complete the SPSA to support the identified student groups: Topa Topa Elementary- Students with Disabilities and Nordhoff Junior High School- English Learners.

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 in the development of the LCAP.

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

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

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

Educational Partner(s)	Process for Engagement
Engagement of educational partners is an ongoing, annual process. Ojai Unified fosters engagement of its educational partners and greatly values the thoughts of our community. In order to ensure that full engagement of our community was achieved, OUSD incorporated a number of different strategies.	Some meetings for our district parent groups and our associations were conducted either via Google Meet or in-person to ensure full participation. Other meetings such as staff meetings were conducted in-person. Additionally, Ojai used surveys to garner feedback concerning the needs and priorities for the district to consider in developing the LCAP.
Administrators: Directors, Principals, Assistant Principals, Superintendent, and Coordinators, and administrative assistants	The process used to engage District Administrators in the development of the LCAP included monthly Leadership Team meetings. Discussed process and steps in developing the 2024-27 LCAP; Gathered input and feedback on goals, actions, and services to support those goals.
Principals and Assistant Principals:	The process used to engage site principals in the development of the LCAP included monthly meetings with District administration. Provided updates and opportunities to provide input and feedback on Educational Partner Engagement; survey results, alignment to the SPSA; Gathered input on goals, actions and services in addition to other topics of interest or concern.
Teachers and other school personnel: general education, special education, psychologists, speech and occupational therapists, mental health clinicians, instructional aides, office managers, counselors, custodians, maintenance staff, and bus drivers	The process used to engage teachers and other school personnel in the development of the LCAP included monthly staff meetings and numerous Department meetings, Department chair meetings with secondary leadership and many one-on-one conversations. Gathered input and feedback from teachers and other school staff from TK to 12 in order to support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes

Educational Partner(s)	Process for Engagement
	between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities.
Special Education district Director, special education teachers, general education teacher representatives and the Ventura County SELPA	The process used to engage special education staff in the development of the LCAP included monthly meetings with teachers and the Special Education Director, at least three meetings with the local SELPA, and monthly discussions with the Special Education Director and district administration. Reviewed the process and the development of the proposed 2024-27 LCAP and its alignment with existing plans developed for Special Education. The insights gained from SELPA training supported the district in developing the LCAP for improving outcomes for students with disabilities. District administration collaborated and learned about current actions, inclusion practices, services, and systems of support for students with exceptional needs. The Least Restrictive Environment (LRE) is essential and foundational in increasing outcomes for Students with Disabilities (SWD). This collaboration helped to build coherence and alignment of the LCAP with the SELPA. With effective strategic planning, the district incorporated these perspectives and insights in order to identify specific metrics, potential services and actions to be included in the 2024-27 LCAP.
Ojai Unified School Board	The process used to engage School Board members in the development of the LCAP included monthly Board meetings. Provided opportunities for questions and comments by members of the public. Conducted the meetings in accordance with law and the Board Bylaws, Policies, and the Administrative Regulations. At least 72 hours prior to a regular meeting, the district posted the agenda at one or more locations freely accessible to members of the public and on the district's Internet web site.
Parents, Students (secondary) and Staff:	The process used to engage parents and students in the development of the LCAP included at least 3-4 School Site Council meetings, site based parent and student surveys, and at least two all-district in-person meetings (See below under "Additional Educational Partners". Using an integrated approach to planning ensured a consistent alignment between the LCAP and School Plans for Student Achievement (SPSA). The role of the School Site Council (SSC) has

Educational Partner(s)	Process for Engagement
	<p>always been to develop, implement, monitor, and review the SPSA annually. This process began with SSC members (parents, teachers, other staff/community and students) conducting an analysis and review of available data followed by a thorough needs assessment. Both of these actions occurred simultaneously at the district level. The SSC also consulted with other advisory committees such as English Learner Advisory Committee. This information and input was shared during the development of the LCAP also. Like the LCAP process, a final step was to identify resources to support the school plan and submit to the Board for approval.</p>
<p>Parent groups: PTA, PTO, Booster Club, Maestro (Music parents), NPA (Nordhoff Parent Association) met at least four times a year.</p>	<p>The process used to engage Parent groups in the development of the LCAP included meetings at least four times a year on various sites. Provided ideas, suggestions, and opportunities for parents to engage in dialogue about both the district plan and the school plans. For example: Morning coffee with our Parent Association and administrators 2/12 8:30am (Nordhoff High School)</p>
<p>Local Bargaining Unit: Employee Association Leadership one on one discussions with Ojai Federation of Teachers and CSEA.</p>	<p>The process used to engage local bargaining units in the development of the LCAP included one-on-one conversations with union leaders. Gathered input on goals, actions, and services to support those goals. Gathered feedback during monthly school board meetings when union leadership provided comment at every meeting.</p>
<p>Specific educational partners: including District Advisory Committee (DAC), and District English Learner Advisory Committee (DELAC).</p>	<p>The process used to engage additional educational partners in the development of the LCAP included three scheduled DELAC dinner meetings during the year. These meetings also evolved at the sites with one-on-one sessions with our Spanish preferred families and our Spanish speaking District Administrator who coordinates student services. These interactions often proved to be more effective than a large group meeting. Parents felt more comfortable discussing student outcomes, attendance, mental health, and access to a broad course of study, for example.</p> <p>The District Advisory Committee (DAC) in Ojai Unified is made up of members elected by peers as School Site Council (SSC) members. The process used to engage the District Advisory Committee (parents and students) in the development of the LCAP happened throughout the year when input and feedback was gathered at site SSC meetings at least three or four times during the year. In addition, many of these</p>

Educational Partner(s)	Process for Engagement
	<p>same parents and students are engaged throughout the year in small groups, large meetings, and one-on-one.</p> <p>Statute (EC Section 52062(a) and EC 52063) requires at a minimum that the the district establish a District Advisory Committee (DAC) composed of a majority of parents, including parents of low-income, English learner, and foster youth and shall also include parents or legal guardians of currently enrolled students with disabilities and shall also include at least two pupils as full members of the DAC. The make-up of our DAC in Ojai Unified ensured that we had representation from all sites. At a minimum before the governing board of our school district considered the adoption of the LCAP, the superintendent of the district:</p> <p>The Superintendent presented the LCAP draft to the District Advisory Committee for review and comment; and responded in writing to comments received from the District Advisory Committee. The next step included a Public Hearing, June 5, 2024, at a regularly scheduled board meeting when members of the community could make public comment. This was followed by the adoption of the LCAP and the budget two weeks later at a final meeting in June 26, 2024.</p>
Additional Educational Partners	<p>The process used to engage educational partners in the development of the LCAP included two all district meetings in the spring where the LCAP was the only agenda item. This was another opportunity for all educational partners including District Advisory Committee members to engage. This engagement of educational partners was an ongoing, annual process. The format for the all-district meetings included a presentation with Q and A sessions. The district gathered input and feedback from all educational partners in order to support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities.</p> <p>Engagement for the LCAP was not always about one group of people, like a DELAC, meeting a few times. This opportunity was about</p>

Educational Partner(s)	Process for Engagement
	<p>educational partners meeting throughout the year in many different groups and configurations at different events/meetings and discussing and gathering input and feedback on different topics. The result was an abundance of rich information that helped guide our LCAP goals and actions.</p> <p>Some parent groups such as an SSC were also continuously engaging through the process all year by using a variety of strategies such as meetings, events and surveys.</p>
Foster Youth/Homeless Coordinator and English Learner Coordinator, and SARB Coordinator	The process used to engage the Coordinator of Foster Youth/Homeless, SARB, and English Learner in the development of the LCAP included monthly Leadership Team meetings. District met weekly with the Coordinator of these three areas to discuss the process of developing and annually updating the LCAP. This included discussions surrounding comprehensive strategic planning across the state priorities, particularly to address and reduce disparities in opportunities and outcomes among student groups. Discussion always centered on removing barriers to enable student success.
Students	The process used to engage students in the development of the LCAP included four students from the School Site Councils at both the comprehensive high school and the continuation high school. Additionally district administration and a teacher met several times with a group of Reclassified English Learners. These particular students provided an essential voice to inform the development of the LCAP from a student perspective. Further consultation included student presentations from the economics classes to community members, district and site administration on creative and feasible ways of meeting the needs of students and the community. Finally several sites send out surveys to assess student thinking and needs. For example, the California Health Kids Survey was administered to 7th, 9th, and 11th grade students in February 2024.

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

- The feedback generated from the educational partner engagement process elicited consistent feedback on the importance of continuing to enhance and refine our academic program and mental health counseling services. The consistent nature of our educational partners' priorities can be seen in the following: When asked about the top priorities of the district, teachers and parents reported, ensuring student access to appropriate teachers and materials, ensuring safety/positive connection in school, and increasing student achievement in math and ELA. Much of this feedback centered around the district's chronic absentee numbers. When asked what actions/services were most important, teachers and parents identified maintaining the high level of our academic programs, ensuring the welfare of students, and providing social/emotional support. When asked what opportunities were feasible, students identified ways to enhance CTE programs, ways to improve trolley and bike transportation to school, ways to ensure safety in the restrooms at school, and ways to engage the community in physical fitness. When asked what Ojai Unified programs were most valued, parents identified after-school extracurricular programs such as athletics, academic intervention programs, and social emotional programs.
- The impact of our educational partner engagement is reflected throughout the 2024-2025 LCAP. Based on repeated consultations and information-gathering sessions, Ojai Unified will: maintain existing intervention staff to facilitate mastery of the essential standards in all academic areas with a laser focus on mathematics maintain existing mental health support specialists to ensure the social/emotional well-being of our students maintain our Foster/Homeless Liaison to support the academic and social needs of our homeless and foster youth Enhance opportunities for English learners especially "newcomer" students maintain safety measures and positive student/teacher connections and engagement opportunities. This plan is the beginning of a new cycle, but it is also an enhancement and an extension of our previous LCAPs based on multiple years of educational partner conversations requesting the allocation of resources to augment our academic and mental health services. The input as expressed by our community is the driving force for this new version of the 2024-2027 LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The District will maintain high-quality, safe learning environments and maintain our school facilities to ensure students and staff are supported in their teaching and learning endeavors. In addition, the staff will work to increase equity, student engagement, and school climate by providing activities, resources and programs to promote students' feelings of connectedness, social, emotional, and physical wellness, empowerment and emotional resiliency. Staff will communicate, listen, educate, and partner with parents, families, and our community to create a culture of mutual respect and collaboration to serve Ojai students in a positive school and district climate.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal One, a broad goal, is especially important for Ojai Unified after school closures in June 2023 and a year of adjustment to the new school reconfigurations. Staff and educational partners agree that a continued first priority is to meet social emotional needs of staff and students with regards to the school transitions that began in the 2023-24 school year and will continue in 2024-25.

As Ojai Unified looks to the future, the district will work hard at continuing to build 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 must address the continuing issue of chronic absenteeism. Based on performance on the 2023 Dashboard, the district has a "Red" indicator for Chronic Absenteeism among Hispanic students at Nordhoff Junior High school and Hispanic and Student with Disabilities at Topa Topa Elementary. This broad goal will include actions that are directed towards those identified student group. To address this chronic absenteeism in general, 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 closures.

Because research shows that a positive learning climate elicits positive emotional experiences and promotes increased engagement in school, Ojai Unified will continue this revised broad goal in 2024-25. Ojai Unified is dedicated to creating campus environments where all students thrive in a climate of care and have a sense of belongingness. Within these safe and inclusive school cultures, there is great need to ensure that every decision is made with an empathetic approach. 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 welcome in the 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Districtwide Attendance Rate Using P2 (CALPADS)	92.06% (2023-24) P2 (CALPADS)			Increase to 93.82% (2026-27) P2 (CALPADS)	
1.2	Junior High School Drop Out Rate (CALPADS)	0.0% (2022-23) (CALPADS)			Maintain at 0% (25-26) (CALPADS)	
1.3	High School Drop Out Rate (CALPADS)	.04% (2022-23) (CALPADS)			Maintain at .04% (25-26) (CALPADS)	
1.4	Suspension Rate (DataQuest)	1.6% (2022-23) (DataQuest)			Decrease to 1.3% (25-26) (DataQuest)	
1.5	Expulsion Rate (DataQuest)	0.0% (2022-23) (DataQuest)			Maintain at 0% (25-26) (DataQuest)	
1.6	Chronic Absenteeism Rate (DataQuest) A student group within a school with a red indicator (Dashboard)	24.0% (2022-23) (DataQuest) Nordhoff Junior High School: Hispanic 27.5% Topa Topa Elementary:			Decrease to 21% (25-26) (DataQuest)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic 29.2% SWD 32.7% (2023) (Dashboard)			Nordhoff Junior High School: Hispanic Decrease to 25% (2026) (Dashboard)	
1.7	Chronic Absenteeism Grades K-8 (Dashboard)	23.7% (2023) (Dashboard)			Decrease to 20%(2026) (Dashboard)	
1.8	Chronic Absenteeism Rate Grades 9-12 (DataQuest)	24.5% (2022-23) (DataQuest)			Decrease to 21% (25-26) (DataQuest)	
1.9	Communication with Parents (Parent Square)	98% of families are reached with 575 average posts per month (2023-24) (Parent Square)			Maintain at 98% reachable families with at least 575 average posts per month (2026-27) (Parent Square)	
1.10	School Facilities in "Good Repair" (CDE Facility Inspection Tool - FIT)	100% of schools are in Good Repair (2023-24) (FIT)			Maintain 100% of schools in Good Repair (2026-27) (FIT)	
1.11	School Connectedness-Agree/Strongly Agree (California Healthy Kids Survey)	School Connectedness-Agree/Strongly Agree 7th-51% 9th-55% 11th-57% (2023-24) (California Healthy Kids Survey)			School Connectedness-Agree/Strongly Agree 7th-increase to 55% 9th-increase to 59% 11th-increase to 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(2026-27) (California Healthy Kids Survey)	
1.12	Physical Fitness Test Participation Rate (SARC)	5th 85% 7th 85% 9th 72% (2022-23) (SARC)			5th-increase to 90% 7th-increase to 90% 9th-increase to 75% (2025-26) (SARC)	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Outreach to Families	<p>Ensure all parents and families have the needed culturally appropriate and linguistically accessible supports and resources needed to take advantage of opportunities to provide input and participate in school planning and decision-making. Create processes that meaningfully engage and encourage feedback, support and participation from our educational partners including the site parent groups.</p> <p>Provide training and opportunities for parents and families to learn about the district and school plans, programs, and activities. The outreach should include parents, students, and families in developing district and school site strategies to improve academic achievement and the social, emotional, and physical well-being of all students.</p> <p>Continue with the position of Student and Family Support Coordinator, who is responsible to the outreach to low income, foster youth, and emerging bilinguals. Ensure that the position has the time, knowledge, and resources to fully execute the responsibilities.</p>	\$100,000.00	Yes
1.2	Safety	<p>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 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 that includes internet safety.</p>	\$200,000.00	No
1.3	Mental and Physical Health	<p>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 on the Nordhoff High School campus. 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</p>	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Continue to prioritize bully prevention with training for both students and staff. This includes internet safety and digital citizenship. Prioritize physical health by sourcing more local organic foods to serve in our cafeterias. Partner with community farms to provide local fruits and vegetables to supplement our Nutrition Services Department.		
1.4	Student Engagement	In order to serve all students and specifically our low income and English learners, and students with disabilities, the district will promote opportunities to increase student engagement by offering a wide range of courses outside of the core such as electives, Career Technical Education (CTE), and a robust athletic program. Promote a sense of belonging with student groups in order that students will experience a positive self-identity in relation to school. Promote supportive relationships at school such as a teacher, a coach, a club advisor, or an after school tutor. Continue to offer an independent non-classroom based option with the enrichment provided by Rock Tree Sky. Increase positive school climate by emphasizing social and emotional learning (SEL) The district will continue with SEL curricula.	\$1,500,000.00	Yes
1.5	Attendance	This 2023 Dashboard Lowest Performance/Red Indicator Required Action for Chronic Absenteeism will implement data driven strategies to reduce chronic absenteeism and to increase attendance rates. OUSD will continue to use the tiered reengagement strategies to support improved attendance for all chronically absent students. Sites will focus on student groups who struggle with attendance. This may include meetings and conferences with families, behavior contracts, informational messaging, intervention to re-engage students such as counseling or academic supports.	\$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ojai Unified will prepare students by providing high-quality learning environments/programs to address the personalized learning needs of ALL students to ensure high achievement and college and career readiness. This includes targeting academic achievement performance gaps identified in student groups each year as shown on state/local assessment results. The district will focus on recruiting and retaining qualified staff as required by state and federal requirements. Teachers and staff will have access to high-quality curricular and instructional materials and supportive staff development to provide effective instruction of the California academic standards to our students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district's analysis showed the need to continue Goal 2, a broad goal, 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). In February 2024, Ojai Unified was identified as having two schools who qualify for Additional Targeted Support and Improvement (ATSI): Nordhoff Junior High School and Topa Topa Elementary School. Topa Topa will include specific strategies and supports for Students with Disabilities in their 2024-25 School Plan for Student Achievement. Also Nordhoff Junior High School will include specific strategies and supports for English Learners in their 2024-25 School Plan for Student Achievement.

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. In data analyses, the district finds a wide variance in data and annual measurable outcomes among student groups. Based on performance on the 2023 Dashboard, the district has "Red" indicators for English Language Arts for Summit School, two student groups within the district (English learners and homeless students) and, finally, English learners at Nordhoff Junior High school. This academic broad goal will include actions that are directed towards the identified student groups as well as Summit School in its entirety. Academic achievement will continue to be a broad goal of Ojai Unified School District. The district is in the business of student learning. 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. Having one site devoted to early education is one step to early learning in all areas. 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA Met/Exceeded Standard (CAASPP) A school within the LEA with a red indicator (Dashboard)	42.81% (Spring 2023) (CAASPP) Summit: 117.3 points below standard (2023) (Dashboard)			47% (Spring 2026) (CAASPP) No school within the LEA with a red indicator (2026) (Dashboard)	
2.2	Student groups: CAASPP ELA Met/Exceeded Standard (CAASPP) A student group within the LEA with a red indicator (Dashboard)	English Learner 10.52% Hispanic 27.17% Economically Disadvantaged 31.16% Long Term English Learners: 0.00% Students with Disabilities 12.88% White 53.89% (Spring 2023) (CAASPP) English Learner: 82.6 points below standard Homeless: 119.2 points below standard (2023) (Dashboard)			English Learner 11% Hispanic 36% Economically Disadvantaged 35% Long Term English Learners: 5% Students with Disabilities 16% White 61% (Spring 2026) (CAASPP) English Learner: 65 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	A student group within a school with a red indicator (Dashboard)	Summit: White 120.8 points below standard (2023) (Dashboard)			Homeless: 65 points below standard (2026) (Dashboard) Summit: White 60 points below standard (2026) (Dashboard)	
2.3	AP Pass Rate (College Board)	83% (2022-23) (College Board)			Maintain at 80%+ (2025-26) (College Board)	
2.4	Graduates Meeting UC/CSU Requirements (DataQuest)	49.1% Ojai Unified 58.2% Nordhoff High School (2022-23) (DataQuest)			Increase each target by 5% (2025-26) (DataQuest)	
2.5	Special Education Enrollment by Program Setting (DataQuest)	Regular Class 80%+ of the Day-39.8% Regular Class 40-79% of the Day-44.7% Regular Class 39% or less of the Day-5.8% (2023-24) (DataQuest)			Regular Class 80%+ of the Day-55% Regular Class 40-79% of the Day-decrease to 40% Regular Class 39% or less of the Day-Maintain at 5% (2026-27) (DataQuest)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Fully Credentialed and Appropriately Assigned Teachers with authorization to teach ELD (California Commission on Teacher Credentialing)	91% (2022-23) (California Commission on Teacher Credentialing)			Increase to 95% (2025-26)(California Commission on Teacher Credentialing)	
2.7	English Learner Progress Towards English Language Proficiency (ELP) as measured by advancing one or more English Language Progress Indicator (ELPI) levels on the ELPAC (CA Dashboard)	47.3% (2023) (CA Dashboard)			Increase to 50% (2026) (CA Dashboard)	
2.8	Reclassification Rate (DataQuest)	13.6% (2022-23) (DataQuest)			Increase to 16% (2025-26) (DataQuest)	
2.9	California Science Test Met/Exceeded (CAASPP)	32.07% (Spring 2023) (CAASPP)			Increase to 35% (Spring 2026) (CAASPP)	
2.10	Standards-aligned Instructional Materials for every student (Williams, CA Dashboard)	100% (2023)(Williams, CA Dashboard)			Maintain at 100% (2026) (Williams, CA Dashboard)	
2.11	College/Career Indicator Prepared (Dashboard)	67.7% (2023) (Dashboard)			70% Prepared (2026) (Dashboard)	
2.12	Graduation Rate (Dashboard)	93.1% (2023) (Dashboard)			Maintain at 93% (2026) (Dashboard)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Four-year Cohort Graduation Rate (DataQuest)	77.3% Legacy 94.8% Nordhoff 93.0% Ojai Unified (2022-23)				
2.13	Access to a Broad Course of Study (Dashboard Local Indicator)	Standard Met 100% of students have access to a broad course of study (2023) (Dashboard Local Indicator)			Standard Met Maintain 100% of students have access to a broad course of study (2026) (Dashboard Local Indicator)	
2.14	Complete at least one CTE Pathway (Dashboard)	46.3% All 45.8% Hispanic 42.9% Low Income 44.4% White 58.8% Students with Disabilities 41.7% Homeless (2023) (Dashboard)			50% All 50% Hispanic 46% Low Income 48% White 60% Students with Disabilities 45% Homeless (2026) (Dashboard)	
2.15	Number of FTE for core classes based on enrollment (Local)	Number of FTE for core classes based on enrollment Nordhoff High and Junior High-21 FTE Legacy-2 FTE Topa Topa-14 FTE Mira Monte-18 FTE Summit-6 FTE MOEES-4 FTE (2023-24) (Local)			Number of FTE for core classes based on enrollment Total 65 FTE Legacy-2 FTE Topa Topa-14 FTE Mira Monte-18 FTE Summit-6 FTE MOEES-4 FTE (2026-27) (Local)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic Support	Offer differentiated instruction and a multi-tiered system of supports (MTSS) in ELA before, during, and after school. Provide targeted assistance in college/career guidance and counseling to principally support English learners and homeless students 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	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		curriculum, rigorous coursework, and quality standards-based instruction that is interdisciplinary and leverages primary language instruction and scaffolding. Nordhoff High School will offer an Intervention period for two hours per week. Also the elementary sites will continue to provide WIN (What I Need) time for students. Ojai Unified strives to mitigate learning loss by offering extended learning opportunities. The district also works with community partners such as Rotary and the Nordhoff Parent Association, to provide tutoring .		
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.	\$150,000.00	Yes
2.3	Professional Development	This 2023 Dashboard Lowest Performance/Red Indicator Required Action for ELA Assessment continues 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. 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 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 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 standards-based level of thinking. Review with teachers how to use learning strategies best suited to	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English learners, low income, and foster youth as well as well as 2023 Dashboard lowest performing students at Summit (All and White).		
2.4	Student Technology	Ensure 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 the web filtering system, GoGuardian, to ensure that our students have more security when browsing online.	\$300,000.00	Yes
2.5	Students with Disabilities	Promote the concept of the Least Restrictive Environment (LRE) at all sites. Continue to conduct an in-depth analysis of the LRE at all sites giving staff the support needed.	\$5,000.00	No
2.6	Teacher Retention	Retain qualified teachers for basic core programming.	\$6,500,000.00	No
2.7	Parent outreach	Provide continued outreach to Summit School families (a non-classroom based TK-12 school) regarding the importance of standardized testing in core academics.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	<p>The district will provide a high quality educational program that focuses on raising the overall academic achievement in mathematics for all students. A primary area of focus will ensure that math curriculum and instruction is coherent and aligned across the district. This focus goal will address areas of need in mathematics that will require and benefit a more specific and data intensive approach.</p> <p>Major components of this goal include: A focus on equity and access for students through our curriculum, instruction, and assessment; An accurate collection and analysis of data; and Securing evidenced-based programs/services to maximize learning for our students.</p> <p>The goal will explicitly reference the CA Dashboard metrics and the CAASPP metrics by which the achievement of the goal will be measured. The timeframe will be three years by which the district expects to achieve the goal. However, at the end of each year, careful analysis will occur to ensure that the district is making progress each year.</p> <p>By 2027, students in grades 3-8 and 11 will: » Decrease the percentage of students who are Below Standard on the three achievement levels within the math SBAC (e.g., concepts and procedures, problem solving and modeling and data analysis, communicating reasoning) as measured by the California Assessment of Student Performance and Progress (CAASPP) » Increase the percent of students in grades 3–8 and 11 meeting or exceeding standard in math to the state level. (CAASPP) » Make progress toward the standard in math as measured by above/below standard on the CA School Dashboard.</p>	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes)
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Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district is committed to supporting academic achievement in mathematics. For the last three years, the district's math scores, based on the CAASPP results, have been about 8% lower than the state scores. A needs assessment has determined that students need concentrated support in math. Additionally, based on performance on the 2023 Dashboard, the district has "Red" indicators for Summit School, three student groups within the district (English learners, Hispanic students, and homeless students) and, finally, English learners at Nordhoff Junior High School. This math focus goal will include actions that are directed towards the identified student groups as well as Summit School in its entirety. Educational partners requested that the district further support teachers in implementing strategies and research-based programs that will help students achieve in math. In addition to math content, this may include training on recognizing different types of strategic thinking in any math question, curriculum or assessment. Teachers may also need support as they thoroughly examine practices, processes, and routines to determine their impact on outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP Mathematics Met/Exceeded Standard (CAASPP) A school within the LEA with a red indicator (Dashboard)	26.33% (Spring 2023) (CAASPP) Summit School: All: -154.2 White: -164.4 points below standard (2023) (Dashboard)			34.62% (Spring 2026) (CAASPP) Summit School: All: -154.2 White: -164.4 points below standard No school within the LEA with a red indicator (2026) (Dashboard)	
3.2	Student groups: CAASPP Mathematics Met/Exceeded Standard	English Learner 7.32% Hispanic 15.01% Economically Disadvantaged 16.07%			English Learner 11% Hispanic 23% Economically	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CAASPP) A student group within the LEA with a red indicator (Dashboard)	Long Term English Learners: 0.0% Students with Disabilities 9.70% White 34.59% (Spring 2023) (CAASPP) English Learner: 119.7 points below standard Homeless: 143.5 points below standard (2023) (Dashboard)			Disadvantaged 23% Long Term English Learners:11% Students with Disabilities 12% White 49% (Spring, 2026) (CAASPP) English Learner: 100 points below standard Homeless: 120 points below standard (2026) (Dashboard)	
3.3	All Student Groups: Baseline results by points below/above standard in math (Dashboard)	English Learner: 119.7 points below standard (red); Homeless: 143.5 points below standard (red); Hispanic: 102.1 points below standard (red); Students with Disabilities: 141.3 points below standard; Two or more races: 45.9 points below standard; Socioeconomically Disadvantaged: 94.1 points below standard; White: 52.4 points			English Learner: 100 points below standard; Homeless: 120 points below standard; Hispanic: 80 points below standard; Students with Disabilities: 125 points below standard; Two or more races: 25 points below standard; Socioeconomically	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	A student group within a school with a red indicator (Dashboard)	<p>below standard (2023) (Dashboard)</p> <p>Summit School: White 164.4 points below standard Nordhoff High School: Hispanic 136.2 points below standard Nordhoff Junior High School: English Learner 146.8 points below standard (2023) (Dashboard)</p>			<p>Disadvantaged: 80 points below standard; White: 25 points below standard (2026) (Dashboard)</p> <p>Summit School: White 100 points below standard Nordhoff High School: Hispanic 80 points below standard Nordhoff Junior High School: English Learner 100 points below standard (2026) (Dashboard)</p>	
3.4	Mathematics Area Achievement Level Descriptors Below Standard (CAASPP)	<p>Concepts and Procedures-49% Below Standard Problem Solving and Modeling & Data Analysis-35% Below Standard Communicating Reasoning-29% Below Standard(Spring 2023) (CAASPP)</p>			<p>Concepts and Procedures-40% Below Standard Problem Solving and Modeling & Data Analysis-30% Below Standard Communicating Reasoning-25% Below Standard Spring 2026) (CAASPP)</p>	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Academic Support	<p>This 2023 Dashboard Lowest Performance/Red Indicator Required Action for math assessment will be to increase proficiency in mathematics on CAASPP assessments and STAR math. Teachers, intervention staff, and other support personnel will support homeless, Hispanic students and English learners districtwide and All and White students at Summit School and particularly Hispanic students at Nordhoff High School and English learners at Nordhoff Junior High School, in Tier 2 and Tier 3 intervention levels, foundational skills using research-based programs in math to improve until students reach proficiency.</p> <p>Offer differentiated instruction and a multi-tiered system of supports (MTSS) in math before, during, and after school. Provide targeted assistance to principally support English learners and homeless students and for those who are struggling academically. MTSS will be accomplished</p>	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		by scaffolding the standards and focusing on priority standards; by focusing on strategic thinking skills; 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 in math.		
3.2	K-6 Essential Standards	Continue to implement and refine the shared document with math essential standards. Ensure that teachers are systematically applying the techniques of data-driven instruction including identifying essential standards in math and regularly using assessments covering those essential standards to guide collaboration, instruction and concrete feedback to students.	\$7,500.00	No
3.3	Parent engagement	Actively engage parents and families in supporting students with math achievement in the home setting.	\$10,000.00	Yes
3.4	Math pilot	Pilot math materials in 2025 for grades TK-12 with a focus on strategic thinking skills.	\$150,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,021,180	\$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
8.982%	0.000%	\$0.00	8.982%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Outreach to Families</p> <p>Need: As Ojai Unified 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.</p>	Outreach is important to all families; however, the district must be intentional about planning and implementing effective outreach to parents and families who may have unique barriers to participation, such as those for whom English is a second language, foster youth guardians, families in poverty, homeless families, or individuals with disabilities. In the end, the action will be a benefit to all families. Districtwide programs maximize the impact of supplemental funds. Adopting this	1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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.</p> <p>Scope: LEA-wide</p>	<p>strategy should result in an ongoing, comprehensive plan for improvement that is owned by the entire district and tailored to its unique needs.</p>	
1.3	<p>Action: Mental and Physical Health</p> <p>Need: Comprehensive health education can advance the physical, mental, and social emotional well-being of students. 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. In addition, the community of Ojai is focused on healthy eating and regenerative agriculture.</p> <p>Scope: LEA-wide</p>	<p>By promoting mental and physical health wellness and protective factors to students who are low income, homeless, foster youth and English learners, the district believes that when programs are district-wide, funds will help to build capacity and to maximize the impact. All student groups, including students of historically disadvantaged groups, students with disabilities, students in poverty, English learners, and foster youth, benefit from improved access to mental health and other appropriate student support services.</p>	<p>1.1-1.8 1.11-1.12</p>
1.4	<p>Action: Student Engagement</p> <p>Need:</p>	<p>The action is about improving all structures that support student engagement to achieve a common goal. The district concludes that when programs are district-wide, funds will help to build capacity and to maximize the impact. For example, the</p>	<p>1.1-1.8; 1.11</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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 equity, engagement, and school climate. 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.</p> <p>Scope: LEA-wide</p>	<p>data shows the suspension rate for "All" is 1.7% and for low income students it is 2.6%.</p>	
1.5	<p>Action: Attendance</p> <p>Need: The district's chronic absentee rate is very high. It has gone from 11.2% (2018-19) to 29.1% (2021-22) to 24.0% (2022-23). The rate has decreased in the past two years; however, it remains too high.</p>	<p>This action is being provided on an district-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 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</p>	1.1; 1.6-1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	the chronic absenteeism of all other students. For example, chronic absenteeism for the "All" student group is 23.7%; whereas, the low income students are 29.2% and homeless students are 37.5%. Additionally, teacher feedback indicates the district's and families' culture around attendance is lacking for all students. To address these needs, the district will implement systems that emphasize the importance of attendance.	
2.1	Action: Academic Support Need: A key measure of a high performing school district is the quality of the instructional programs, enrichment programs and support programs provided to its students. Ojai Unified School District recognizes the importance of maintaining programs which have given the district some success to date and to developing further programs to meet emerging and existing needs for low income students, foster youth and English learners. College and Career readiness is ever evolving and requires a district to continually evaluate and plan to meet the needs of students in order for them to have access to programs which will help them successfully realize their life and career goals. Scope: LEA-wide	For this action (and other actions in Goal 2) being provided to an entire district, the emphasis is on serving the needs of low income students, foster youth, and English learners; however, the actions are also about improving all structures that support student learning and student engagement to achieve a common goal. The district concludes that when programs are district-wide, funds will help to build capacity and to maximize the impact. A districtwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a district; its primary goal is to ensure that all students, particularly those unduplicated students, demonstrate proficient and advanced levels of academic achievement.	2.1-2.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	<p>Action: Early Literacy</p> <p>Need: Early literacy development is not limited to the ability to read and write but it encompasses a broader set of skills essential for success. Early literacy is the acquisition of language and foundational reading skills during the early stages of childhood. It plays a pivotal role in shaping a child's school readiness and sets the stage for lifelong learning. TK-2 Schools</p> <p>Scope: Schoolwide</p>	Schoolwide programming allows staff to improve all structures that support student learning and combine all resources to achieve a common goal. Schoolwide programs maximize the impact of supplemental funding. School improvement is owned by the entire school community and tailored the unique needs of our youngest learners.	1.1; 1.6-1.9; 2.1-2.14
2.3	<p>Action: Professional Development</p> <p>Need: The district has a need to focus on professional learning to support Implementation of English Language Development (Designated and Integrated English Language Development), how to use MTSS effectively, and implement research-based strategies for intervention. The district also has a need for collaborative time to review student data, assessment of student work, and planning of instruction to meet student needs, in particular the needs of unduplicated students and other target student groups.</p>	For this action (and other actions in Goal 2) being provided to an entire district, the emphasis is on serving the needs of low income students, foster youth, and English learners; however, the actions are also about improving all structures that support student learning and student engagement to achieve a common goal. The district concludes that when programs are district-wide, funds will help to build capacity and to maximize the impact.	2.1-2.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	<p>Action: Student Technology</p> <p>Need: Technology provides students with easy-to-access information, accelerated learning, and fun opportunities to practice what they learn. It enables students to explore new subjects and deepen their understanding of difficult concepts, particularly in STEM. Through the use of technology inside and outside the classroom, students can gain 21st-century technical skills necessary for future occupations.</p> <p>Scope: LEA-wide</p>	For this action (and other actions in Goal 2) being provided to an entire district, the emphasis is on serving the needs of low income students, foster youth, and English learners; however, the actions are also about improving all structures that support student learning and student engagement to achieve a common goal. The district concludes that when programs are district-wide, funds will help to build capacity and to maximize the impact.	2.1-2.14
3.1	<p>Action: Academic Support</p> <p>Need: Ojai Unified has had low test scores in math at the state level with declines in most student groups. The results are even more staggering for students already struggling with math—these students experience even larger declines compared to their higher-performing peers.</p>	For this action being provided to an entire district, the emphasis is on serving the needs of low income students, foster youth, and English learners; however, the actions are also about improving all structures that support student learning and student engagement to achieve a common goal. The district concludes that when programs are district-wide, funds will help to build capacity and to maximize the impact. Districtwide programs allow staff in schools with high concentrations of unduplicated students to	3.1-3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	redesign an entire educational program to serve all students.	
3.3	Action: Parent engagement Need: During educational partner engagement meetings, it was evident that parents want to be able to help and work with their children at home on schoolwork. This cannot be done with digital learning only. Staff also mentioned a need for parents to interact at home with their children on particular math concepts, which will help increase a child's understanding of math skills and develop confidence in learning. Scope: Schoolwide	Math foundations begin early in a child's life. Strategies and activities should be used throughout the year. Activities can enrich and relate mathematics to daily life. It is important for all children to continue learning even at home. For this action being provided to the entire elementary arena , the emphasis is on serving the needs of low income students, foster youth, and English learners; however, the action is also about improving all structures that support student learning and student engagement to achieve a common goal. The district concludes that when a program is elementary-wide, funds will help to build capacity and to maximize the impact.	3.1-3.4

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

Additional Concentration Grant Funding

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

NA

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$22,502,554	2,021,180	8.982%	0.000%	8.982%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,130,000.00	\$162,500.00	\$0.00	\$200,000.00	\$9,492,500.00	\$8,435,000.00	\$1,057,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Outreach to Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$50,000.00	\$50,000.00	\$100,000.00				\$100,000.00	
1	1.2	Safety	All	No			All Schools		\$100,000.00	\$100,000.00	\$200,000.00				\$200,000.00	
1	1.3	Mental and Physical Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$100,000.00	\$100,000.00	\$200,000.00				\$200,000.00	
1	1.4	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,250,000.00	\$250,000.00	\$1,500,000.00				\$1,500,000.00	
1	1.5	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$15,000.00	\$5,000.00	\$20,000.00				\$20,000.00	
2	2.1	Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$80,000.00	\$20,000.00	\$50,000.00			\$50,000.00	\$100,000.00	
2	2.2	Early Literacy	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	TK-2nd		\$75,000.00	\$75,000.00	\$50,000.00			\$100,000.00	\$150,000.00	
2	2.3	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$75,000.00	\$75,000.00	\$150,000.00				\$150,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Student Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$100,000.00	\$200,000.00	\$300,000.00				\$300,000.00	
2	2.5	Students with Disabilities	Students with Disabilities	No			All Schools	2024-25	\$2,500.00	\$2,500.00		\$5,000.00			\$5,000.00	
2	2.6	Teacher Retention	All	No			All Schools		\$6,500,000.00	\$0.00	\$6,500,000.00				\$6,500,000.00	
2	2.7	Parent outreach	All	No			Specific Schools: Summit School 3-8; 11		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.1	Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$80,000.00	\$20,000.00	\$50,000.00			\$50,000.00	\$100,000.00	
3	3.2	K-6 Essential Standards	All	No			Grades K-6		\$7,500.00	\$0.00		\$7,500.00			\$7,500.00	
3	3.3	Parent engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Grades TK-6		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.4	Math pilot	All	No			All Schools		\$0.00	\$150,000.00		\$150,000.00			\$150,000.00	

2024-25 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
\$22,502,554	2,021,180	8.982%	0.000%	8.982%	\$2,430,000.00	0.000%	10.799 %	Total:	\$2,430,000.00
								LEA-wide Total:	\$2,370,000.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$60,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Outreach to Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
1	1.3	Mental and Physical Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
1	1.4	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500,000.00	
1	1.5	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.1	Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
2	2.2	Early Literacy	Yes	Schoolwide	English Learners Foster Youth Low Income	TK-2nd	\$50,000.00	

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 (%)
2	2.3	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
2	2.4	Student Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
3	3.1	Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
3	3.3	Parent engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Grades TK-6	\$10,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,725,000.00	\$10,785,600.00

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	110,000.00	\$123,500
1	1.2	Safety	No	\$200,000.00	\$222,900
1	1.3	Mental Health and Physical Health	Yes	\$500,000.00	\$595,800
1	1.4	Diversity, Equity and Inclusion	Yes	\$75,000.00	\$37,300
1	1.5	Student Engagement and School Climate	Yes	\$1,435,000.00	\$2,100,000
1	1.6	Attendance	Yes	\$100,000.00	\$194,400
2	2.1	Intervention, Remediation, Skill Development	Yes	400,000.00	\$200,000
2	2.2	Early literacy	Yes	\$150,000.00	\$247,400
2	2.3	Professional Development	Yes	325,000.00	\$160,000
2	2.4	Technology	Yes	425,000.00	\$404,300

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	Teacher Recruitment	No	\$5,000,000	\$6,500,000

2023-24 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)
2,106,820	\$2,600,000.00	\$4,062,700.00	(\$1,462,700.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Family Communication and Outreach	Yes	\$100,000.00	\$123,500		
1	1.3	Mental Health and Physical Health	Yes	\$500,000.00	\$595,800		
1	1.4	Diversity, Equity and Inclusion	Yes	\$65,000.00	\$37,300		
1	1.5	Student Engagement and School Climate	Yes	\$935,000.00	\$2,100,000		
1	1.6	Attendance	Yes	\$100,000.00	\$194,400		
2	2.1	Intervention, Remediation, Skill Development	Yes	\$300,000.00	\$200,000		
2	2.2	Early literacy	Yes	\$150,000.00	\$247,400		
2	2.3	Professional Development	Yes	50,000.00	\$160,000		
2	2.4	Technology	Yes	\$400,000.00	\$404,300		

2023-24 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)
23,838,129	2,106,820	8.15%	16.988%	\$4,062,700.00	0.000%	17.043%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

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

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