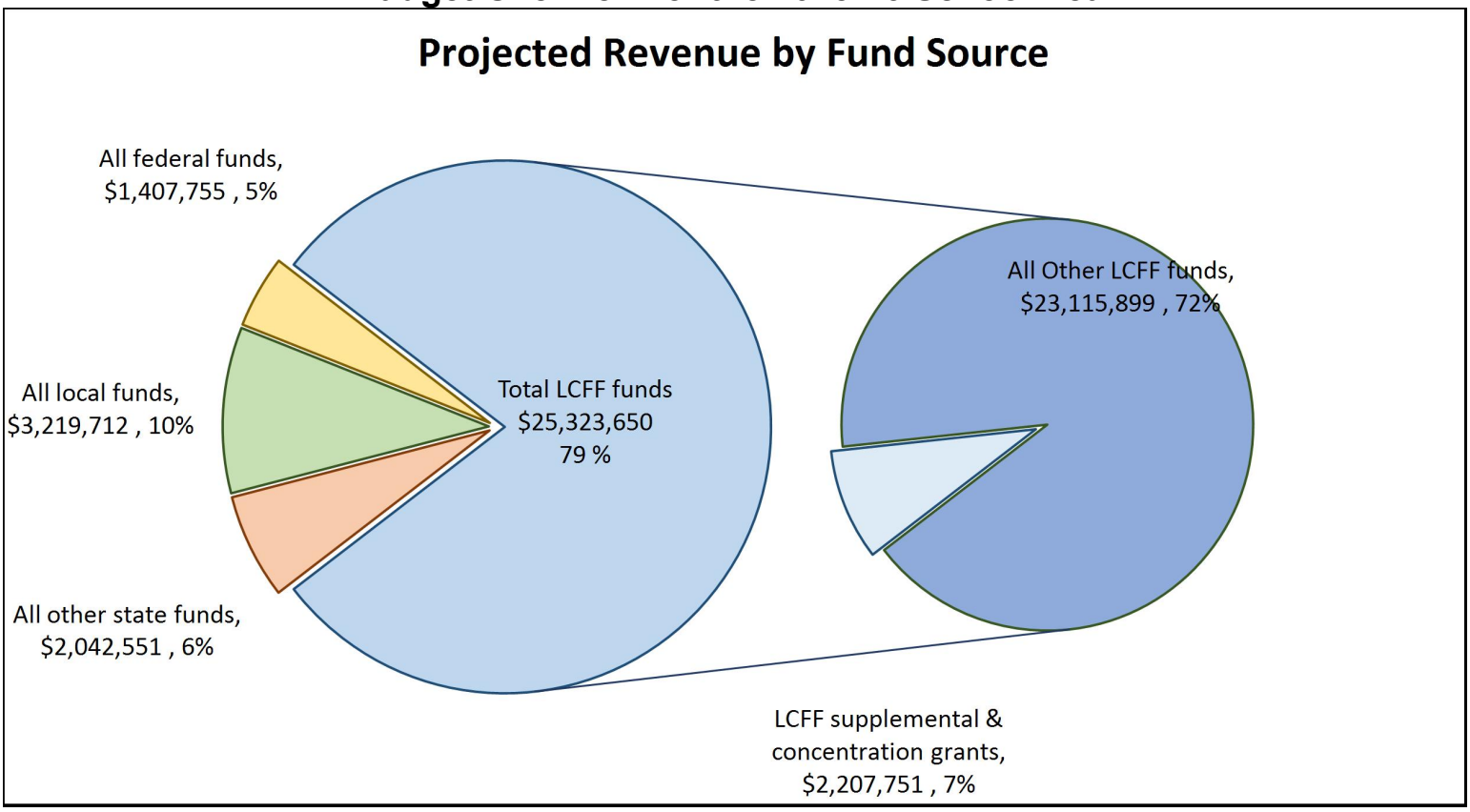
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ojai Unified School District
CDS Code: 56725200000000
School Year: 2025-26
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 2025-26 School Year

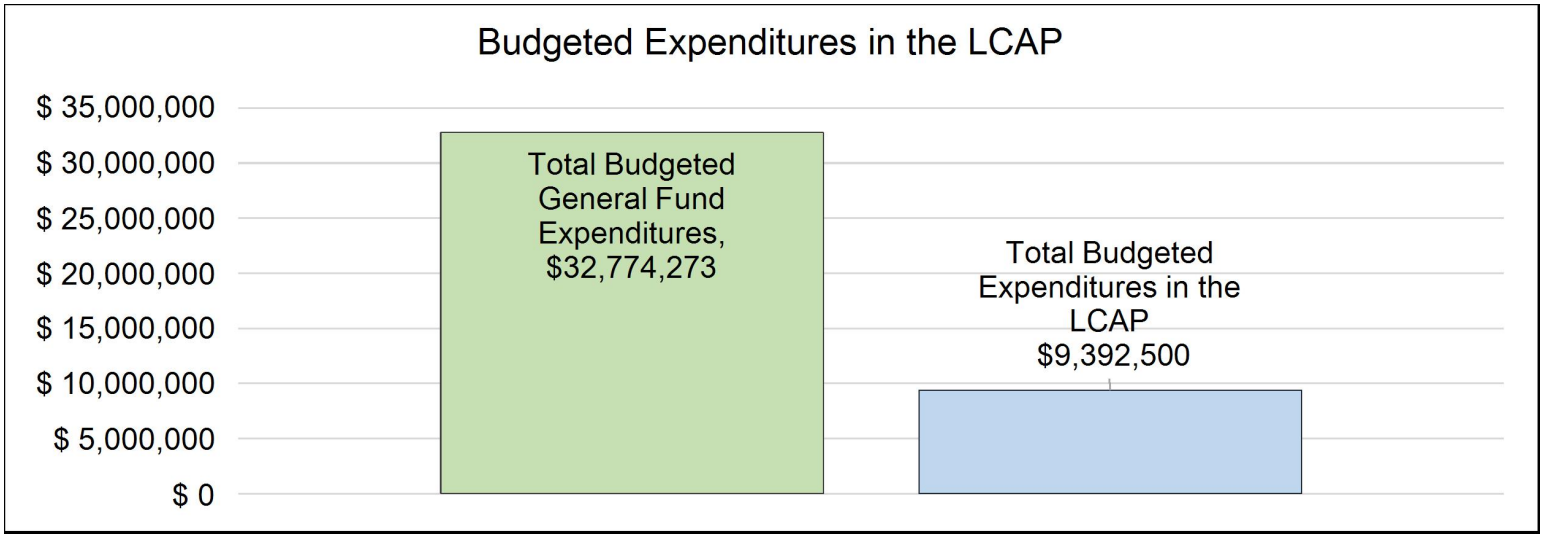


This chart shows the total general purpose revenue Ojai Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ojai Unified School District is $31,993,668, of which $25,323,650 is Local Control Funding Formula (LCFF), $2,042,551.00 is other state funds, $3,219,712.00 is local funds, and $1,407,755.00 is federal funds. Of the $25,323,650 in LCFF Funds, $$2,207,751 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 2025-26. 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 $32,774,273.00 for the 2025-26 school year. Of that amount, $9,392,500.00 is tied to actions/services in the LCAP and $23,381,773 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures not included in the LCAP are some salaries and benefits for teachers, classified staff and administration; special education costs; some stipends and extra hours; facilities, maintenance, utilities, and operations costs; core instructional materials, core textbooks; 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:

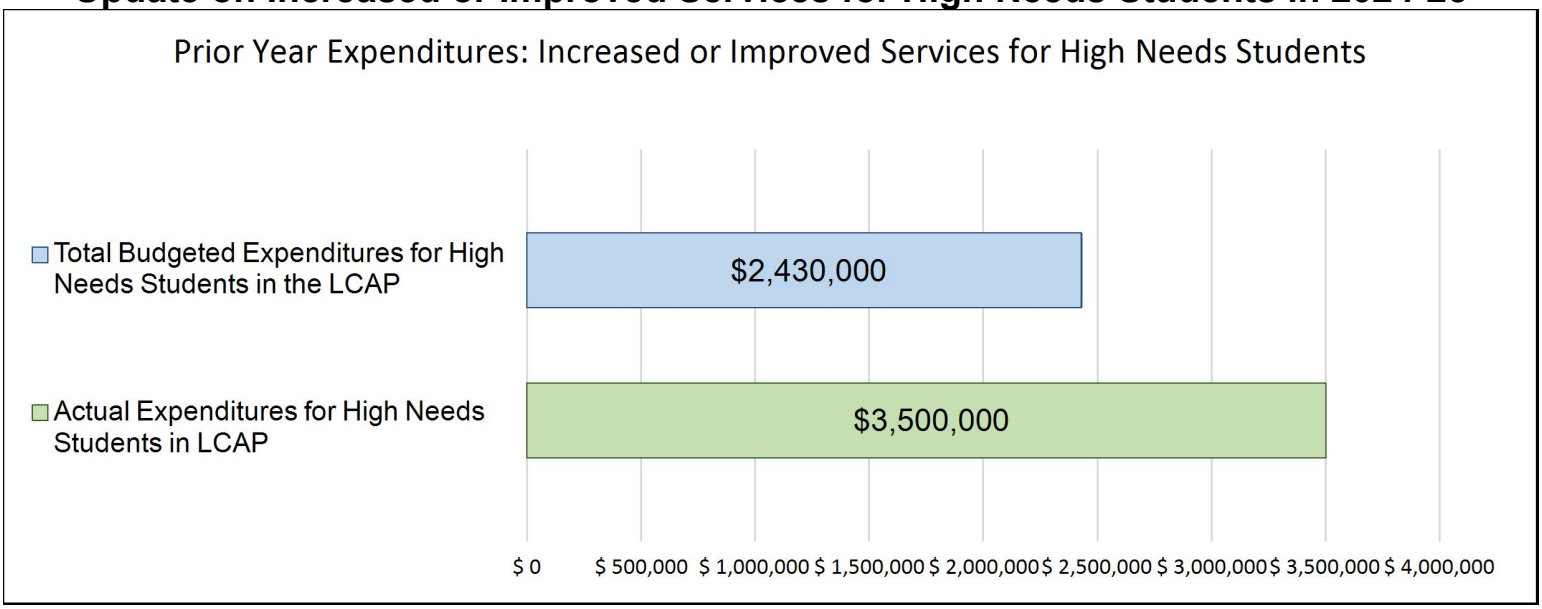
Educator Effectiveness Block Grant
Expanded Learning Opportunities Program
Targeted Instructional Improvement Block Grant
Prop 28: Arts and Music in Schools

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Ojai Unified School District is projecting it will receive $$2,207,751 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 $2,400,000.00 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 2024-25



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 2024-25, Ojai Unified School District's LCAP budgeted $2,430,000.00 for planned actions to increase or improve services for high needs students. Ojai Unified School District actually spent $3,500,000.00 for actions to increase or improve services for high needs students in 2024-25.

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 [2025-26]

General Information

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

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 community has a population of approximately 18,000 people. This includes the City of Ojai, and the communities of Upper Ojai, Meiners Oaks, Mira Monte and Oak View. 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 four 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, Mira Monte and parts of Oak View. School District offices are located in the middle of Ojai at the former campus of Matilija Middle School. The District operates the following schools:

Meiners Oaks Early Education School (MOEES) serves 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 78 TK students. MOEES has one part-time principal.

Mira Monte Elementary, a K-6 program, is located on the westside of Ojai, which serves the communities of Meiners Oaks and Mira Monte. It has an enrollment of 509 students.

Topa Topa Elementary, a K-6 program,is located on the eastside of Ojai, which serves downtown, the east end of Ojai and Upper Ojai. It has an enrollment of 355 students.

Nordhoff Junior and Senior High School is located on the west side of Ojai on Maricopa Highway. Nordhoff Junior High School serves 7th and 8th grades and has an enrollment of 281 students. Nordhoff High School serves 9-12th grades and 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, which is located in the now closed middle school. It has an enrollment of 40 students with a teaching principal.

Lastly, the district operates a non-classroom-based program, Summit School, for TK/K-12th grades. The enrollment at Summit is 193 students. Summit has a part time principal and is located at a formerly closed elementary site.

According to the 2024 CA School Dashboard, the district enrollment is 2,085; low-income enrollment is 40.3%; the district's English Learner enrollment is small at 8.7%; and Foster Youth enrollment is very small at .1%. The district has faced declining enrollment since 1998. This has been due to 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.

Reflections: Annual Performance

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

This Local Control Accountability Plan (LCAP) is a district document. It 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.

In order to describe the successes and progress, one must look first at the CA School Dashboard. The 2024 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 2024-25 LCAP will be continued in year 2 of the three-year cycle of the LCAP through continued efforts in Goal 1 (Priorities 3 and 6) and Goal 2 and 3 (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 2025-26 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 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 specific program, and Ojai Unified in particular, gives parents access to TK-12 educational options for their children.

Finally, 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 a Coordinator of 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 in order to help them locate the necessary basic resources which in turn increases the possibility of their students having successful outcomes.

The district did experience and note some significant challenges in the 2024-25 school year. Based on an initial review of both the California School 2023 and 2024 Dashboards, this link shows the challenges of each year's data.

The 2023 and the 2024 CA Dashboard shows that Ojai Unified has one school in the district, Summit School, the non-classroom based school, that received the lowest performance level on one or more state indicators on the Dashboard in both ELA and math. Both in 2023 and 2024, the scores have been consistently low partly because of the participation rate. (Note: If less than 95 percent of all students are not tested, performance on this measure is adjusted. In addition, some mathematics and ELA scores on CAASPP remain "below standard" when analyzing individual scores.) The staff must work to balance non-traditional approaches such as the need to tap into each student’s skill set in order to have each student learn to the optimum level while promoting the holistic growth of each student. This must be balanced with traditional approaches such as standardized testing. The summative CAASPP results can identify where the student is doing well or needs more help, so that a parent can better support learning at home. Also the CAASPP results can give the district and teachers an

understanding of where gaps exist and can better support student learning both in the classroom and with staff professional development. Traditional education compares each student on how she or he does on written exams. In a non-traditional setting, students are encouraged to learn how they naturally learn. Both paradigms encourage engagement – An engaged student is a student who learns.

The 2023 Dashboard showed that Ojai Unified had three student groups within the LEA that received the lowest performance level on one or more state indicators:
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.

The 2024 Dashboard shows that Ojai Unified has three student groups within the LEA that received the lowest performance level on one or more state indicators:
English Learners (again) and Long Term English Learners received the lowest performance level (red) on the English language arts indicator.
English Learners (again), Long Term English Learners and Low Income students received the lowest performance level (red) on the mathematics indicator.

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

On the 2024 Dashboard:Any student group within a school within the LEA that received the lowest performance level on one or more state indicators:
White students (again) at Summit School received the lowest performance level (red) on the English language arts and mathematics indicator.
Students with Disabilities, Hispanic, English Learners, and Low Income 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, Hispanic, and Low Income students at Nordhoff Junior High School received the lowest performance level (red) on the English language arts indicator and the mathematics indicator.
White, Low Income, and Hispanic students at Meiners Oaks Early Education School received the lowest performance level (red) on the chronic absentee indicator.
Hispanic and Students with Disabilities at Mira Monte Elementary School received the lowest performance level (red) on the chronic absentee 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. For example, the school/district might list an inventory of current practices and interventions. 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.

Ojai Unified School District has no unexpended Learning Recovery Emergency Block Grant funds.

Finally, based on our overall performance level on the Dashboard, the district noted some areas that need significant support on both the current performance (status) and change from the previous year (change). Some state indicators showed slight improvement or maintained the status. The district will work toward progress over this three year cycle.

Reflections: Technical Assistance

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

Ojai Unified School District is eligible for Differentiated Assistance for our Long Term English Learners (LTEL). LTEL students are students who have been enrolled in a United States school for six years or more but have not yet been reclassified as fluent English proficient. Ventura County Office of Education will assist the district in helping to address identified performance issues in English Language Arts and mathematics as well as support in looking at data to address behavior as identified in the suspension rate of our Long Term English Learners.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement of educational partners. Local partners possess valuable information, perspectives, and insights about student needs and how to address such needs.Effective strategic planning will consider input from educational partners in updating the LCAP. The primary beneficiaries of this engagement are students. Engagement of educational partners in Ojai Unified is an ongoing, annual process. The district 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 gather 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.

Educational Partner(s)	Process for Engagement
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 and Department chair meetings with secondary leadership with additional 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 among student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities. This was reflective of meaningful engagement with these educational partners.
Special Education district Director, special education teachers, general education teacher representatives and the Ventura County SELPA	Ojai Unified consulted with its Special Education Local Plan Area (SELPA) administrator(s) to determine that specific actions for individuals with exceptional needs (i.e. Students with Disabilities) are included in the LCAP. 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 positive 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

Educational Partner(s)	Process for Engagement
	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 three 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 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. This engagement of parents, students and staff led to greater trust among groups and stronger and longer lasting partnerships.
Parent groups: PTA, PTO, Booster Club, Maestro (Music parents), NPA (Nordhoff Parent Association) met at least four times a year.	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. Engaging parent groups and other educational partners is not only good practice; but research has identified it as a key practice of effective LEAs. There are many benefits to partnering with local parent groups and community members, such as a better understanding of current needs and possible solutions, more informed decision-making, and greater likelihood of positive outcome given access to broader input and information. The end result of these interactions will, hopefully, lead to greater trust and stronger and longer lasting partnerships.
Local Bargaining Unit: Employee Association Leadership one on one discussions with Ojai Federation of Teachers and CSEA.	The process used to engage local bargaining units in the development of the LCAP included one-on-one conversations with

Educational Partner(s)	Process for Engagement
	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. Union president attended monthly teacher meetings on Wednesdays.
Specific educational partners: including District Advisory Committee (DAC), and District English Learner Advisory Committee (DELAC).	The process used to engage additional educational partners in the development of the LCAP included three scheduled DELAC 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. The District Advisory Committee (DAC) in Ojai Unified is made up of members elected by peers as School Site Council (SSC) members as well as members at-large who wish to take part. 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 same parents and students are engaged throughout the year in small groups, large meetings, events, and one-on-one discussions. 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: -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.

Educational Partner(s)	Process for Engagement
	The next step included a Public Hearing, June 4, 2025, at a regularly scheduled board meeting when members of the community could make public comment. This was followed by the adoption of the LCAP with the budget two weeks later at a final meeting on June 25, 2025.
Additional Educational Partners	The process used to engage educational partners in the development of the LCAP included three all district meetings in February where the LCAP was the only agenda item. All three meetings had the same theme: "Shaping Our Schools Together." 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 began with three questions: 1. What is needed most to impact student outcomes. 2) What is working and could be expanded? 3) What is not working/missing? The three questions were posted on Parent Square along with the invitation. Parents who could not attend were encouraged to fill out a survey. 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. Engagement for the LCAP was not always about one group of people, like a DELAC, meeting a few times. This opportunity was about 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. 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.

Educational Partner(s)	Process for Engagement
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	Ojai Unified wanted to ensure that consultation with students was authentic. To consult with students means a process to enable students, including students who are low-income, English learners, foster youth, and students from numerically significant student groups, to review and comment on the development of the LCAP. This process included surveys of students, forums with students, student advisory committees, or meetings with student government bodies or other groups representing students. Specifically the process used to engage students in the development of the LCAP included four students from the School Site Councils at the comprehensive high school, the junior 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 English Learner perspective. Further consultation included discussions about the CTE class that was held at the continuation high school; district and site administration worked on creative and feasible ways of meeting the needs of students and the community. Finally several sites sent out surveys to assess student thinking and needs.

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

- The year round feedback generated from the educational partner engagement process elicited consistent commentary 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 Ojai Unified programs were most valued, parents identified after-school extracurricular programs such as athletics, academic intervention programs, and social emotional programs.

In addition, the 2025-26 LCAP was influenced by the comments in the surveys from "Shaping Our Schools Together. ~after school tutoring; ~ Develop and master delivery of tiered instruction;~ Gather accurate, disaggregated data of new students' reading and mathematics benchmark performances; ~more pencil and paper in math and highlight with real world problems;~Provide mental health support for many more students;~A culture of restorative accountability needs to be the norm;~Communication between secondary teachers and families is critical.

- The impact of our educational partner engagement is reflected throughout the 2025-2026 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 second of a three-year 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 version of the 2024-2027 LCAP. The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a educational partner engagement tool.

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 2025-26.

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 voices as part of two-way communication. This will be an important factor when staff interact 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 2024 Dashboard, the district has a "Red" indicator for Chronic Absenteeism among Hispanic students at Nordhoff Junior High school; Hispanic, Low Income, English Learner, and Student with Disabilities at Topa Topa Elementary; White, Low Income, and Hispanic students at Meiners Oaks Early Education School; and Hispanic and Students with Disabilities at Mira Monte Elementary. This broad goal will include actions that are directed towards those identified student groups. 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 past five years and 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 as well as build strong positive relationships with faculty and staff. 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)	94.03% (2024-25) P2 (CALPADS)		Increase to 93.82% (2026-27) P2 (CALPADS)	(CALPADS 23-24) Increased Attendance Rate by 2%
1.2	Junior High School Drop Out Rate (CALPADS)	0.0% (2022-23) (CALPADS)	0.0% (2023-24) (CALPADS)		Maintain at 0% (25-26) (CALPADS)	(2023-24) (CALPADS) Maintained Junior High School Drop Out Rate 0%
1.3	High School Drop Out Rate (CALPADS)	.04% (2022-23)(CALPADS)	.0034% (2023-24)(CALPADS)		Maintain at .04% (25-26) (CALPADS)	(2023-24)(CALPADS) Decreased High School Drop Out Rate by .006%
1.4	Suspension Rate (DataQuest)	1.6% (2022-23) (DataQuest)	1.4% (2024) CA School Dashboard		Decrease to 1.3% (25-26) (DataQuest)	(2024) CA School Dashboard Decreased Suspension Rate by .2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Expulsion Rate (DataQuest)	0.0% (2022-23) (DataQuest)	0.0% (2023-24) (DataQuest)		Maintain at 0% (25-26) (DataQuest)	(2023-24) (DataQuest) Maintained Expulsion Rate 0%
1.6	Chronic Absenteeism Rate (DataQuest) A student group within a school with a red indicator (Dashboard)	24.0% (2022-23) (DataQuest) Student Group with Red Indicator: Nordhoff Junior High School: Hispanic 27.5% Topa Topa Elementary: Hispanic 29.2% SWD 32.7% (2023) (Dashboard)	19.9% (2023-24) (DataQuest) Student Group with Red Indicator: Nordhoff Junior High School: Hispanic 27.4% Topa Topa Elementary: SWD 41.5% EL 26.1% Low Income 31% Hispanic 33.3% Meiners Oaks Early Education School: White 27.3% Low Income 45.9% Hispanic 32.4% Mira Monte Elementary: SWD 20.8% Hispanic 21.2% (2024) (Dashboard)		Decrease to 21% (25-26) (DataQuest) Nordhoff Junior High School: Hispanic Decrease to 25% (2026) (Dashboard)	(2023-24) (DataQuest) Decreased Chronic Absenteeism Rate by 4.1% (2024 Dashboard) Chronic Absenteeism Red Indicator (Baseline to Year One Outcome - Chronic Absenteeism rate from 22-23 to 23-24 DataQuest) Nordhoff Junior High School: Hispanic 27.4% to 27.5% Topa Topa Elementary: Hispanic 29.2% to 33.3% EL 17.6% to 26.1% SWD 32.7% to 41.5% Low Income 24.8% to 31%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Meiners Oaks Early Elementary School: White 20.8% to 27.3% Low Income 35.2% to 45.9% Hispanic 28% to 32.4% Mira Monte: SWD 18.9% to 20.8% Hispanic 18.5% 21.2%
1.7	Chronic Absenteeism Grades K-8 (Dashboard)	23.7% (2023) (Dashboard)	19.2% 2024 (Dashboard)		Decrease to 20%(2026) (Dashboard)	2024 (Dashboard) Decreased Chronic Absenteeism Grades K-8 by 4.5%
1.8	Chronic Absenteeism Rate Grades 9-12 (DataQuest)	24.5% (2022-23) (DataQuest)	21.2% 2024 (Data Quest)		Decrease to 21% (25-26) (DataQuest)	2024 (Data Quest) Decreased Chronic Absenteeism Rate Grades 9-12 by 3.3%
1.9	Communication with Parents (Parent Square)	98% of families are reached with 575 average posts per month (2023-24) (Parent Square)	96% of families are reached (2024-25) (Parent Square)		Maintain at 98% reachable families with at least 575 average posts per	(2024-25) (Parent Square) Decreased Communication

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					month (2026-27) (Parent Square)	with Parents by 2%
1.10	School Facilities in "Good Repair" (CDE Facility Inspection Tool - FIT)	100% of schools are in Good Repair (2023-24) (FIT)	100% of schools are in Good Repair (2024-25) (FIT)		Maintain 100% of schools in Good Repair (2026-27) (FIT)	(2024-25) (FIT) Maintained School Facilities in "Good Repair" 100%
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)	Not Available in 2024-25		School Connectedness-Agree/Strongly Agree 7th-increase to 55% 9th-increase to 59% 11th-increase to 60% (2026-27) (California Healthy Kids Survey)	Not Available in 2024-25 School Connectedness-Agree/Strongly Agree N/A
1.12	Physical Fitness Test Participation Rate (SARC)	5th 85% 7th 85% 9th 72% (2022-23) (SARC)	5th 97%% 7th 95% 9th 90% (2023-24) (SARC)		5th-increase to 90% 7th-increase to 90% 9th-increase to 75% (2025-26) (SARC)	(2023-24) (SARC) Physical Fitness Test Participation Rate 5th increased by 12% Physical Fitness Test Participation Rate 7th increased by 10% Physical Fitness Test Participation Rate 9th increased by 18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Percent of students reporting “Chronic Sad or Hopeless Feelings, Past 12 Months (California Healthy Kids Survey)	Grades 7, 9, 11: 36% (21-22) (CHKS)	Grades 7, 9, 11: 31% (23-24) (CHKS)			(23-24 CHKS) Percent of students reporting “Chronic Sad or Hopeless Feelings, Past 12 Months decreased by 5% from 21-22 to 23-24 school years

Goal Analysis [2024-25]

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.

Successful implementation - Action 1.1, 1.2, 1.4, 1.5 The District successfully implemented goal 1 which lead to many positive effects including a significant increase in attendance.
Modified implementation - Action 1.3 (The District was able to significantly increase mental health supports to students with increased staff due to increased funds from the state.)
Non-implemented actions - None

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.

Except for one action, the district experienced minimal material differences between planned expenditures and actual spending. The funds spent on Mental Health for action 1.3 increased by $424,000 due to an increased funds from the state for mental health.

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

The District has been effective in implementing the listed actions and has seen improved outcomes.
1.1 Very Effective
1.2 Very Effective
1.3 Very Effective
1.4 Very Effective
1.5 Emerging Effectiveness - The District's data shows improvement in attendance, however, there is continued need for improvement.

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.

1.1 Action - Added detail to indicate parent input from DAC members who represent the following student groups: EL, LTEL, Low Income, and Foster Youth.

Metric 1.9 will not report average of posts per month. It is more useful to post the percent of families who can be reached; Added 1.13 The County Office sent to our district data that was illuminating in looking at California Healthy Kids Survey results for all students in Ventura County who took the CHKS 23-24 and in prior years. VCOE is also interested in a performing the same data analysis for student groups who took the CHKS. These reports are helpful in supplementing Ojai Unified's understanding of an important measure of student wellness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Outreach to Families	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. Ensure parent and community participation in the District (Parent) Advisory Committee (DAC) that includes representation from the following student groups: EL, LTEL, Low Income, and Foster Youth. 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. Continue with the position of Student and Family Support Coordinator, who is responsible to the outreach to low income, foster youth, and emerging	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		bilinguals. Ensure that the position has the time, knowledge,and resources to fully execute the responsibilities.		
1.2	Safety	Ensure safe school and work environments by maintaining clean and well-maintained learning environments with welcoming signage and facilities that are in good repair. Continue with the 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.	$200,000.00	No
1.3	Mental and Physical Health	Provide mental health support for all students but especially for low income and foster youth. This may include incentives to decrease unproductive behavior at all sites and counseling services for those students who have behavior issues resulting in suspensions. Continue with two wellness centers 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 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.	$200,000.00	Yes
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	$1,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.5	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) Distance from Standard (DFS)	42.81% (Spring 2023) (CAASPP) Summit: -117.3 DFS (2023) (Dashboard)	42.53% Spring 2024 (CAASPP) Summit: -123.6 DFS (2024) (Dashboard)		47% (Spring 2026) (CAASPP) No school within the LEA with a red indicator (2026) (Dashboard)	Maintained ELA CAASPP by 43% (CAASPP 2024) Summit Increased DFS 6 points (Dashboard 2024)
2.2	Student groups: CAASPP ELA Met/Exceeded Standard (CAASPP) A student group within the LEA with a red indicator (Dashboard) Distance from Standard (DFS) A student group within a school with a red	English Learner 10.52% Hispanic 27.17% Low Income 31.16% Long Term English Learners: 0.00% SWD 12.88% White 53.89% (Spring 2023) (CAASPP) English Learner:-82.6 DFS Homeless: -119.2 DFS (2023) (Dashboard) Summit: White -120.8 DFS (2023) (Dashboard)	English Learner 10.39% Hispanic 32.66% Low Income 36.81% SWD 17.60% White 47.04% Long Term English Learner 11.76% (Spring 2024) English Learner: -82.1 DFS Long Term English Learner: -135.3 DFS (2024) (Dashboard) Summit: White -139.6 DFS		English Learner 11% Hispanic 36% Low Income 35% Long Term English Learners: 5% SWD 16% White 61% (Spring 2026) (CAASPP) English Learner: -65 DFS Homeless: -65 DFS (2026) (Dashboard)	(CAASPP 2024 Met/Exceeded) Increased English Learners by 1% Increased Hispanic by 3% Increased Low Income by 6% Increased SWD by 5% Decreased White by 7% (Dashboard 2024) English Learner - maintained DFS and "red" status. Homeless - moved from red to orange

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	indicator (Dashboard) Distance from Standard (DFS)		Nordhoff Junior High School: Hispanic -126.6 DFS Low Income -127.9 DFS English Learner -151.7 DFS		Summit: White -60 DFS (2026) (Dashboard)	Long Term English Learner has a red indicator in 2024 Summit White Students increased the DFS and maintained a red indicator
2.3	AP Pass Rate (College Board)	83% (2022-23) (College Board)	63% (2023-24) (College Board)		Maintain at 80%+ (2025-26) (College Board)	(College Board 23-24) AP Pass Rate Decreased by 20%
2.4	Graduates Meeting UC/CSU Requirements (DataQuest)	49.1% Ojai Unified 58.2% Nordhoff High School (2022-23) (DataQuest)	46.1% Ojai Unified 58.8% Nordhoff High School Summit 7.7% (2023-24) (DataQuest)		Increase each target by 5% (2025-26) (DataQuest)	(DataQuest 23-24) Ojai Unified Decreased by 3% Nordhoff Increased by .6%
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% (2022-23) (DataQuest)	Regular Class 80%+ of the Day-48.8% Regular Class 40-79% of the Day-36.4% Regular Class 39% or less of the Day-6.7% (2023-24)		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)	(DataQuest 23-24) Increased by 9% Special Education Students enrollment in 80% or more of regular education. Decreased by 8% Special Education Students enrollment in 40-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						79% regular education. Increased by 1% Special Education Students enrollment in regular education 39% or less.
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)	98.8% (2023-24) (California Commission on Teacher Credentialing)		Increase to 95% (2025-26)(California Commission on Teacher Credentialing)	((2023-24 California Commission on Teacher Credentialing) Fully Credentialed and Appropriately Assigned Teachers with authorization to teach ELD increased by 8%
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)	40.5% (2024) (CA Dashboard)		Increase to 50% (2026) (CA Dashboard)	40.5% (2024) (CA Dashboard) English Learner Progress Towards English Language Proficiency Decreased by 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Reclassification Rate (DataQuest)	13.6% (2022-23) (DataQuest)	13.1% (2023-24) (DataQuest)		Maintain at baseline (2025-26) (DataQuest)	(2023-24) (DataQuest) Reclassification Rate Maintained
2.9	California Science Test Met/Exceeded (CAASPP)	32.07% (Spring 2023) (CAASPP)	30.7% (Spring 2024) (CAASPP)		Increase to 35% (Spring 2026) (CAASPP)	(Spring 2024) (CAASPP) California Science Test Met/Exceeded Decreased by1%
2.10	Standards-aligned Instructional Materials for every student (Williams, CA Dashboard)	100% (2023)(Williams, CA Dashboard)	100% (2024)(Williams, CA Dashboard)		Maintain at 100% (2026) (Williams, CA Dashboard)	(2024)(Williams, CA Dashboard) Standards-aligned Instructional Materials for every student were maintained 100%
2.11	College/Career Indicator Prepared (Dashboard)	67.7% (2023) (Dashboard)	44.4% (2024) (Dashboard)		70% Prepared (2026) (Dashboard)	(2024) (Dashboard) College/Career Indicator Prepared Decreased by 24%
2.12	Graduation Rate (Dashboard) Four-year Cohort Graduation Rate (DataQuest)	93.1% (2023) (Dashboard) 77.3% Legacy 94.8% Nordhoff 93.0% Ojai Unified (2022-23)(DataQuest)	89.4% (2024) (Dashboard) Legacy 79.5% Nordhoff 93.7% Summit 81.3% 89.3% Ojai Unified (2023-24)(DataQuest)		Maintain at 93% (2026) (Dashboard)	(2024) (Dashboard) Graduation Rate Decreased by 4% for Ojai Unified Graduation Rate Increased by 3% for Legacy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Graduation Rate Decreased by 1% for Nordhoff (2023-24)(DataQuest) 4-year cohort Graduation Rate Decreased by 4%
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 100% of students have access to a broad course of study (2024) (Dashboard Local Indicator)		Standard Met Maintain 100% of students have access to a broad course of study (2026) (Dashboard Local Indicator)	(2024) (Dashboard Local Indicator) Access to a Broad Course of Study Maintained 100%
2.14	Complete at least one CTE Pathway (Dashboard)	46.3% All 45.8% Hispanic 42.9% Low Income 44.4% White 58.8% SWD 41.7% Homeless (2023) (Dashboard)	44% All 44.3% Hispanic 39.3% Low Income 44.3% White 27.8% SWD 25.0% Homeless (2024) (Dashboard)		50% All 50% Hispanic 46% Low Income 48% White 60% SWD 45% Homeless (2026) (Dashboard)	(2024) (Dashboard) Complete at least one CTE Pathway All Decreased by 2% Hispanic Decreased by 2% Low Income Decreased by 4% White Maintained SWD Decreased by 31% Homeless by 17%
2.15	Number of FTE for core classes based on enrollment (Local)	Number of FTE for core classes based on enrollment	Number of FTE for core classes		Number of FTE for core classes	(2024-25) (Local)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	based on enrollment NHS and JH - 22 FTE Legacy - 1.4 FTE Topa Topa - 13FTE Mira Monte - 19FTE Summit - 6 MOEES - 4 (2024-25) (Local)		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)	Increased overall FTE for core classes by .4 FTE

Goal Analysis [2024-25]

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.

Successful implementation - 2.1, 2.3, 2.4, 2.5, 2.6, 2.7
Modified implementation - 2.2 (There were increased services for action 2.2 Early Literacy. Additional hours were given to staff to ensure all identified students received reading intervention through RAFT.),
Non-implemented actions - None

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.

There was approximately $150,000 more spent on action 2.2, early literacy, partially due to the need of additional staff and an increase in the wages through the adoption of a new salary schedule for early literacy staff. Additionally, there was an increased in expected expenditures for technology across the District.

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

2.1 Emerging Effectiveness - According to the ELA academic indicator, while overall the District maintained the number of students who met or exceeded the standards, many underrepresented student groups made significant improvements in their academic outcomes.
2.2 Very Effective
2.3 Very Effective
2.4 Very Effective
2.5 Very Effective
2.6 Emerging Effectiveness - The District continues to provide high quality professional development opportunities for staff, increased wages for staff and is working on a possible employee housing project. However, the District continues to be the lowest paying District in the county.
2.7 Emerging Effectiveness - The principal continues to educate the faculty on how to talk to parents on the importance of state testing and the administration sent home a letter to all parents before testing began.

The actions in goal 2 were effective. While other metrics indicated little to no progress, those were easily explained by unexpected changes in programming and staffing such as changes in what was offered for CTE pathways due to teachers resigning.

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.

Add Distance From Standard (DFS) on Dashboard metrics; Action 2.3 - Added information about the District working with VCOE on strategies to work with LTELs as part of the Differentiated Assistance process.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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 curriculum, rigorous coursework, and quality standards-based instruction	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 such as English Learners, LTELS, low income, and foster youth. 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 English learners, LTELs, low income, and foster youth as well as well as	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2023 Dashboard lowest performing students at Summit (All and White). Work with VCOE as part of the Differentiated Assistance Process to enhance outcomes for LTELs.		
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	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. 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. 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. 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.	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)
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) Distance from Standard (DFS)	26.33% (Spring 2023) (CAASPP) Summit School: All: -154.2 DFS White: -164.4 DFS (2023) (Dashboard)	26.40% (Spring 2024) (CAASPP) Summit School: All: -190 DFS White: -201.5 DFS (2024) (Dashboard)		34.62% (Spring 2026) (CAASPP) Summit School: All: -154.2 DFS White: -164.4 DFS No school within the LEA with a red indicator (2026) (Dashboard)	(Spring 2024) (CAASPP) Ojai Unified Maintained Students Who Met or Exceeded the standards in Math. (2024) (Dashboard) Summit School: student groups with a red indicator continued to decline in progress. All Students - Increased 36 points DFS White - Increased 36 points DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Student groups: CAASPP Mathematics Met/Exceeded Standard (CAASPP) A student group within the LEA with a red indicator (Dashboard) Distance from Standard (DFS)	English Learner 7.32% Hispanic 15.01% Low Income 16.07% Long Term English Learners: 0.0% SWD 9.70% White 34.59% (Spring 2023) (CAASPP) English Learner: -119.7 DFS Homeless: -143.5 DFS (2023) (Dashboard)	English Learner 7.22% Hispanic 15.40% Low Income 16.63% SWD 8.80% White 32.17% Long Term English Learner 0% (Spring 2024) (CAASPP) English Learner: -125.9 DFS Long Term English Learner: -192.7 DFS (2024) (Dashboard)		English Learner 11% Hispanic 23% Low Income 23% Long Term English Learners:11% SWD12% White 49% (Spring, 2026) (CAASPP) English Learner: -100 DFS Homeless: -120 points DFS (2026) (Dashboard)	(Spring 2024) (CAASPP) English Learner - Maintained Hispanic Maintained Low Income - Maintained SWD - Decreased 1% White - Decreased 3% (2024) (Dashboard) Student Groups with Red Indicators continued to decline in progress: EL Increased 6 points DFS Homeless students moved from red to orange indicator.
3.3	All Student Groups: Baseline results in math (Dashboard) Distance from Standard (DFS)	English Learner: -119.7 DFS; Homeless: -143.5 DFS; Hispanic: -102.1 DFS; SWD: -141.3 DFS; Two or more races: -45.9 DFS;	English Learner: -125.9 DFS Homeless: -105.2 DFS Hispanic: -97.8 DFS SWD: -127.9 DFS		English Learner: -100 DFS; Homeless: -120 DFS; Hispanic: -80 points DFS; SWD: -125 DFS;	(2024) (Dashboard) Declined progress English Learner - Increased DFS 6 points

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) Distance from Standard (DFS)	Low Income: -94.1 DFS; White: -52.4 DFS (2023) (Dashboard) Summit School: White -164.4 DFS Nordhoff High School: Hispanic -136.2 points DFS Nordhoff Junior High School: English Learner -146.8 DFS (2023) (Dashboard)	Low Income: -97.9 DFS White: -63.7 DFS Long Term English Learners: -192.7 DFS (2024) (Dashboard) Summit School: White -201.5 DFS Nordhoff Junior High School: English Learner -151.7 DFS Low Income -127.9 DFS Hispanic -126.6 DFS (2024) (Dashboard)		Two or more races: -25 DFS; Low Income: -80 points DFS; White: -25 DFS (2026) (Dashboard) Summit School: White -100 DFS Nordhoff High School: Hispanic -80 DFS Nordhoff Junior High School: English Learner -100 DFS (2026) (Dashboard)	Low Income - Increased DFS 4 points White - Increased DFS 12 points (2024) (Dashboard) Made progress Homeless - Decreased DFS 39 points Hispanic - Decreased DFS 4 points SWD - Decreased DFS 13 points (2024) (Dashboard) Student groups who maintained a red indicator: Declined in Progress: Summit School Wite - Increased DFS 38 points Nordhoff Junior High English Learner - Increased DFS 5 points
3.4	Mathematics Area Achievement Level Descriptors (% of	Concepts and Procedures 40.68%	Concepts and Procedures 39.82%		Concepts and Procedures 35%	(CAASPP 2024) Maintained Percentage of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students Below Standard) (CAASPP)	Problem Solving and Modeling & Data Analysis 34.48% Communicating Reasoning 27.99% (Spring 2023) (CAASPP)	Problem Solving and Modeling & Data Analysis 34.02% Communicating Reasoning 27.22% (CAASPP Spring 2024)		Problem Solving and Modeling & Data Analysis 30% Communicating Reasoning 25% Spring 2026) (CAASPP)	Students Below Standard in all 3 Mathematics Achievement Areas: Concepts and Procedures Problem Solving and Modeling and Data Analysis Communicating Reasoning

Goal Analysis [2024-25]

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.

Successful implementation - 3.1, 3.2, 3.3
Modified implementation - None
Non-implemented actions - 3.4 - The district was not able to do a math pilot as indicated in action 3.4 due to delays in state board math textbook adoptions.

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.

Except for one action, the District experienced minimal material differences between planned expenditures and actual spending. The District did not spend funds on a math pilot in the 23-24 school year. However, a math pilot is expected to begin in spring of 2026.

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

3.1 Emerging Effectiveness - The students mostly maintained their academic outcomes in math from the year prior.
3.2 Very Effective - The elementary staff focused on PLC work extensively, created common assessments, reviewed data and created report cards aligned to essential standards. At Nordhoff, math teachers gave the Interim Assessments for SBAC.
3.3 Emerging Effectiveness - Parent Outreach will continue to provide parents with active ways they can support their students with math.

3.4 Ineffective due to delayed pilot

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.

Added data source to 3.3. Delay Action 3.4, math pilot. According to the CDE "Mathematics Adoption Significant Events," the SBE will not hold a public meeting to receive comment on math programs until November, 2025. The District hopes to pilot in Spring of 2026 or Fall of 2026.
Metric 3.4 had a slight change from the baseline results to the 2024 results. According to the Smarter Balanced website "Composite area results are available for student groups of 11 or more, beginning with the 2023–24 administration. For mathematics, the Concepts and Procedures claim remains the same while the other three claims are combined into a single Mathematical Practices composite area. Thus, metric 3.4 has been modified slightly to ensure that baseline results are compared accurately in the 2023-24 SBAC assessment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Academic Support	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. 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 by scaffolding the standards and focusing on priority standards; by	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,207,751	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.855%	0.000%	$0.00	9.855%

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	**Action:** Outreach to Families **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. Educational partners shared that the district should improve relationships between staff and families. The district will	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 strategy should result in an ongoing,	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
	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. **Scope:** LEA-wide	comprehensive plan for improvement that is owned by the entire district and tailored to its unique needs.	
1.3	**Action:** Mental and Physical Health **Need:** Through observation and stakeholder feedback, it is clear students continue to need strong social emotional supports. 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. **Scope:** LEA-wide	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.	1.1-1.8 1.11-1.12

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
1.4	**Action:** Student Engagement **Need:** 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. **Scope:** LEA-wide	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 data shows the suspension rate for "All" is 1.7% and for low income students it is 2.6%.	1.1-1.8; 1.11
1.5	**Action:** Attendance **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	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	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
	rate has decreased in the past two years; however, it remains too high. **Scope:** LEA-wide	stresses and experiences of these students, the district expects that the chronic absenteeism rate for students will decrease significantly more than the chronic absenteeism of all other students. 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. District academic data shows that overall we are maintaining the percentage of students who meet standards in ELA and math. 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.	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
	Scope: LEA-wide		
2.2	**Action:** Early Literacy **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. Data reveals that students in the RAFT program are making significant progress mastering reading skills as seen in the Sonday System assessments. However, there continues to be a need for students to improve reading skills. **Scope:** Schoolwide	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	**Action:** Professional Development **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	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
	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. Data regarding student groups and specifically LTELS according to the Dashboard, reveals that there continues to be a need to provide professional development to staff to utilize best practices to meet their diverse needs. **Scope:** LEA-wide		
2.4	**Action:** Student Technology **Need:** Based on educational partner feedback, the District is working toward a better balance of using technology while maintaining rich hands on activities. 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.	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		
3.1	**Action:** Academic Support **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. **Scope:** LEA-wide	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 redesign an entire educational program to serve all students.	3.1-3.4
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.	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

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: Schoolwide		

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

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 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 certificated staff providing direct services to students	NA	NA

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$22,402,665	2,207,751	9.855%	0.000%	9.855%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,100,000.00	$162,500.00	$0.00	$130,000.00	$9,392,500.00	$8,520,000.00	$872,500.00

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		$100,000.00	$0.00	$90,000.00			$10,000.00	$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		$100,000.00	$50,000.00	$80,000.00			$70,000.00	$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		$15,000.00	$35,000.00	$50,000.00				$50,000.00	

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		$200,000.00	$100,000.00	$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	

2025-26 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
$22,402,665	2,207,751	9.855%	0.000%	9.855%	$2,400,000.00	0.000%	10.713 %	**Total:**	$2,400,000.00
								LEA-wide Total:	$2,310,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$90,000.00

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	$90,000.00	
2	2.2	Early Literacy	Yes	Schoolwide	English Learners Foster Youth Low Income	TK-2nd	$80,000.00	
2	2.3	Professional Development	Yes	LEA-wide	English Learners Foster Youth	All Schools	$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 (%)
					Low Income			
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	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,492,500.00	$10,140,500.00

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**	Outreach to Families	Yes	$100,000.00	$100,000.00
1	**1.2**	Safety	No	$200,000.00	$200,000.00
1	**1.3**	Mental and Physical Health	Yes	$200,000.00	$624,000.00
1	**1.4**	Student Engagement	Yes	$1,500,000.00	$1,500,000.00
1	**1.5**	Attendance	Yes	$20,000.00	$20,000.00
2	**2.1**	Academic Support	Yes	$100,000.00	$130,000.00
2	**2.2**	Early Literacy	Yes	$150,000.00	$300,000.00
2	**2.3**	Professional Development	Yes	$150,000.00	$150,000.00
2	**2.4**	Student Technology	Yes	$300,000.00	$494,000.00
2	**2.5**	Students with Disabilities	No	$5,000.00	$5,000.00
2	**2.6**	Teacher Retention	No	$6,500,000.00	$6,500,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.7**	Parent outreach	No	$0.00	$0.00
3	**3.1**	Academic Support	Yes	$100,000.00	$100,000.00
3	**3.2**	K-6 Essential Standards	No	$7,500.00	$7,500.00
3	**3.3**	Parent engagement	Yes	$10,000.00	$10,000.00
3	**3.4**	Math pilot	No	$150,000.00	$0.00

2024-25 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)
$2,135,639	$2,430,000.00	$3,500,000.00	($1,070,000.00)	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	Outreach to Families	Yes	$100,000.00	$100,000.00		
1	1.3	Mental and Physical Health	Yes	$200,000.00	$650,000.00		
1	1.4	Student Engagement	Yes	$1,500,000.00	$1,500,000.00		
1	1.5	Attendance	Yes	$20,000.00	$120,000.00		
2	2.1	Academic Support	Yes	$50,000.00	$145,000.00		
2	2.2	Early Literacy	Yes	$50,000.00	$300,000.00		
2	2.3	Professional Development	Yes	$150,000.00	$150,000.00		
2	2.4	Student Technology	Yes	$300,000.00	$475,000.00		
3	3.1	Academic Support	Yes	$50,000.00	$50,000.00		
3	3.3	Parent engagement	Yes	$10,000.00	$10,000.00		

2024-25 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)
$22,825,941	$2,135,639	0	9.356%	$3,500,000.00	0.000%	15.333%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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