LCFF Budget Overview for Parents

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

CDS Code: 56-72520-5631817

School Year: 2021-22
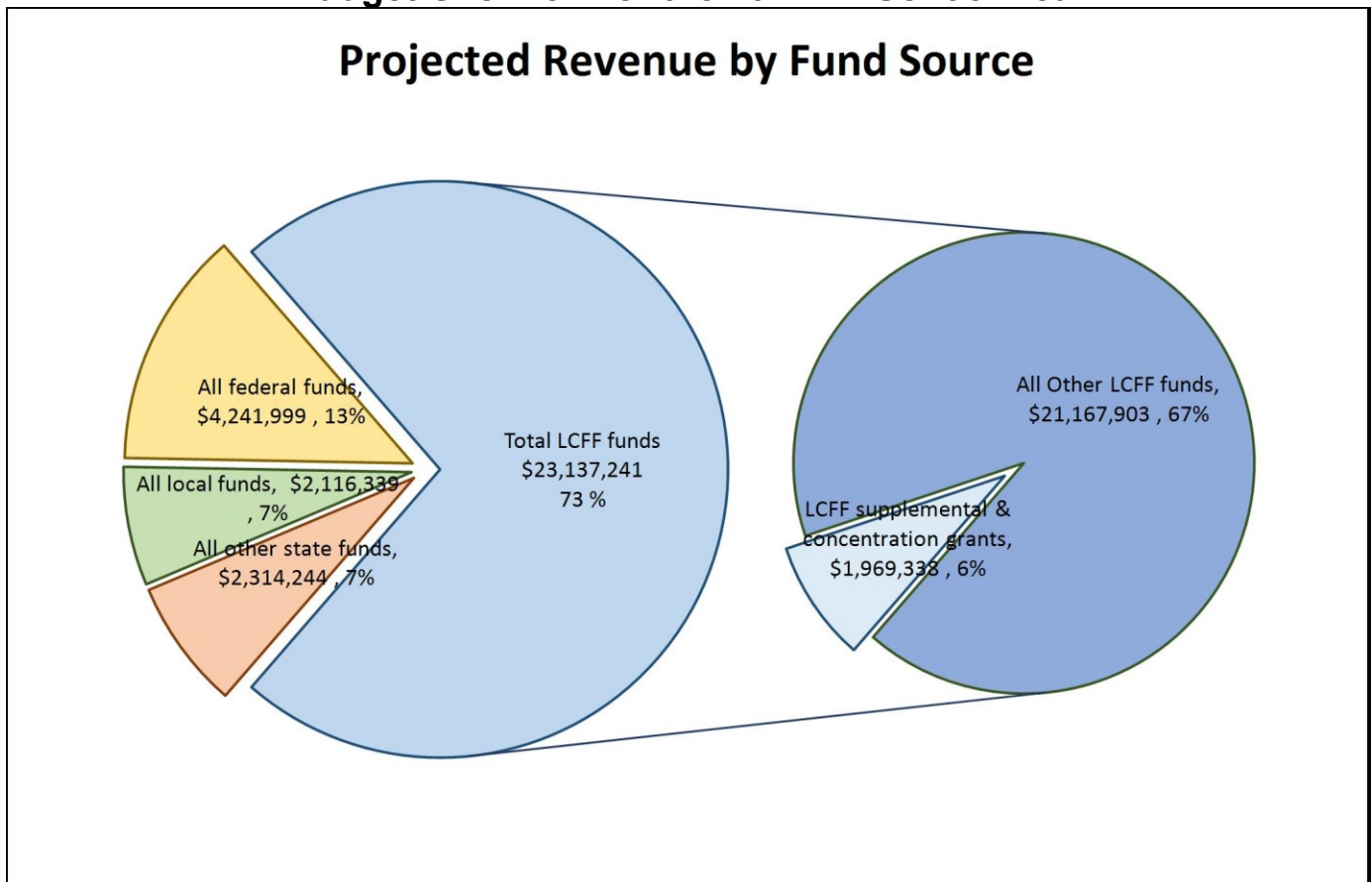
LEA contact information:

Dr. Tiffany Morse

Superintendent

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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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $4,241,999 , 13%

All local funds, $2,116,339 , 7%

All other state funds, $2,314,244 , 7%

Total LCFF funds $23,137,241 73 %

All Other LCFF funds, $21,167,903 , 67%

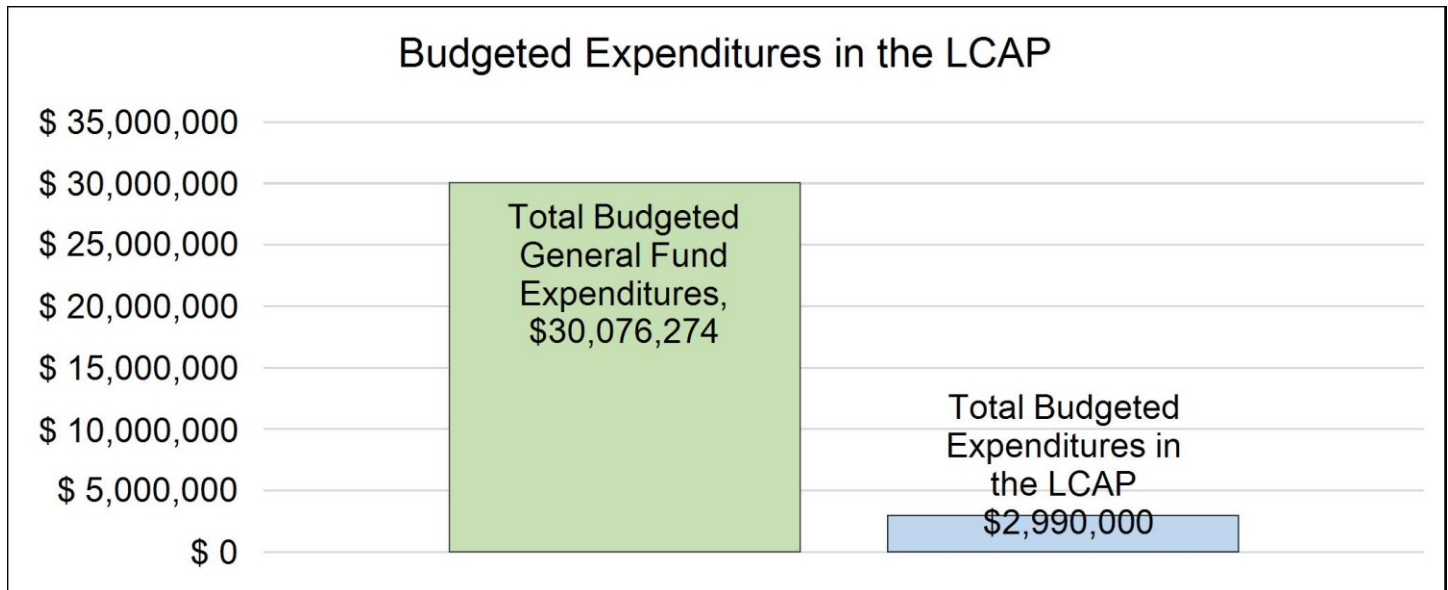LCFF supplemental & concentration grants, $1,969,338 , 6%

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

The total revenue projected for Ojai Unified School District is $31,809,823, of which $23,137,241 is Local Control Funding Formula (LCFF), $2,314,244 is other state funds, $2,116,339 is local funds, and $4,241,999 is federal funds. Of the $23,137,241 in LCFF Funds, $1,969,338 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.

Budgeted Expenditures in the LCAP

$ 35,000,000	
$ 30,000,000	
$ 25,000,000	Total Budgeted General Fund Expenditures, $30,076,274
$ 20,000,000	
$ 15,000,000	
$ 10,000,000	Total Budgeted Expenditures in the LCAP
$ 5,000,000	$2,990,000
$ 0	

This chart provides a quick summary of how much Ojai Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Ojai Unified School District plans to spend $30,076,274 for the 2021-22 school year. Of that amount, $2,990,000 is tied to actions/services in the LCAP and $27,086,274 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
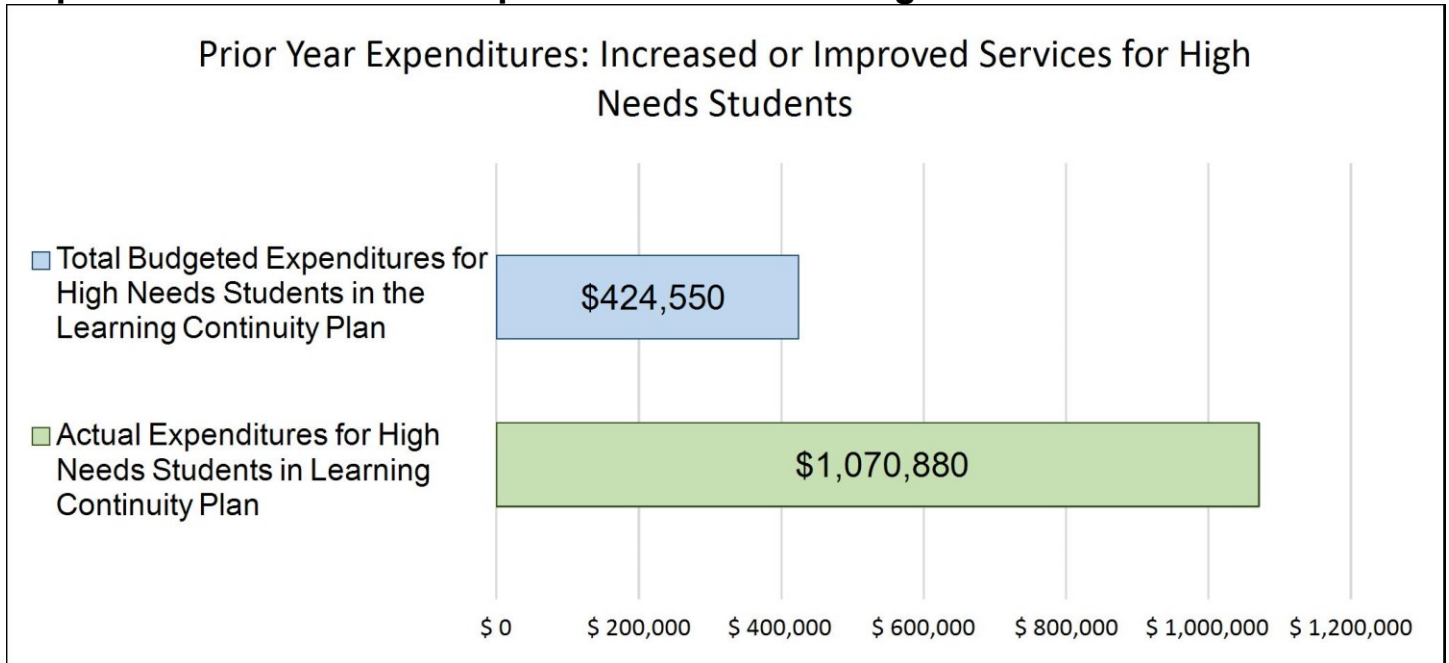
Salaries and benefits for teachers, classified staff and administration; Special education costs, stipends, and extra hours; Facilities, maintenance, utilities, and operations costs; Materials, core textbooks, and contracted repairs/leases; Contracts for technology services and software programs that support OUSD operations (library system, payroll system, student information system, and educational data, etc.)

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Ojai Unified School District is projecting it will receive $1,969,338 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 $2,800,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $424,550

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $1,070,880

$0 $200,000 $400,000 $600,000 $800,000 $1,000,000 $1,200,000

This chart compares what Ojai Unified School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Ojai Unified School District's Learning Continuity Plan budgeted $424,550 for planned actions to increase or improve services for high needs students. Ojai Unified School District actually spent $1,070,880 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Ojai Unified School District	Dr. Tiffany Morse Superintendent	tmorse@ojaiusd.org (805) 640-4300

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 7: Course Access (Conditions of Learning)
Local Priorities:	School Plans for Student Achievement (SPSA) and OUSD Technology Plan

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP ELA Distance from Level 3 (Dashboard) **19-20** Continue to increase percent of students at Level 3 for grades 3-8 and grade 11 **Baseline** 9.9 points below	18.4 points below standard (ELA CA Dashboard 2019)
Metric/Indicator CAASPP math Distance from Level 3 (Dashboard) **19-20** Continue to increase percent of students at Level 3 for grades 3-8 and grade 11	45.8 points below standard (Mathematics CA Dashboard 2019)

Expected	Actual
Baseline 31.8 points below	
Metric/Indicator Graduation rate (Dashboard) **19-20** Increase **Baseline** 90.6% (2015-16)	86.8% Graduated (Graduation Rate CA Dashboard 2020)
Metric/Indicator A-G completion (Local) **19-20** Increase **Baseline** 55% (2016-17) **Metric/Indicator** AP Pass Rate (College Board) **19-20** Increase **Baseline** 63%	50.34% of graduates have completed A-G requirements (2018-19) 69% of students taking AP scored a three or higher
Metric/Indicator 11th CAASPP ELA Distance from Level 3 (Dashboard) **19-20** increase **Baseline** 27.4 points above	22.8 points above standard (ELA CA Dashboard 2019)

Expected	Actual
Metric/Indicator 11th CAASPP math Distance from Level 3 (Dashboard) **19-20** Increase **Baseline** 40.8 points below (2017-18)	46.1 points below standard (Mathematics CA Dashboard 2019)
Metric/Indicator Career Technical Education Pathway completion (Local) **19-20** Increase **Baseline** 88 (2018-19)	71 graduates completed a CTE pathway (2019-20)
Metric/Indicator English Learner Progress (Dashboard) **19-20** Increase **Baseline** 81.5% **Metric/Indicator** Reclassification Rate (DataQuest) **19-20** increase **Baseline** 12.1% (2017-18)	50.9% making progress towards proficiency (CA Dashboard 2019) 7.8% reclassified to Fluent (2018-19)

Expected	Actual
Metric/Indicator NGSS **Baseline** District: 32.68 Met/Exceeded Fifth grade: 27.85% Met/Exceeded Eighth grade: 29.98% Met/Exceeded Eleventh grade: 36.42% Met/Exceeded Twelfth grade: 32.51% Met/Exceeded (2019)	The actual measurable outcome is not available because of no spring testing due to COVID-19
Metric/Indicator Sufficient instructional materials (Williams) **19-20** Maintain **Baseline** 100%	100% of sites (2019-20)
Metric/Indicator Properly credentialed teachers with authorization to teach ELD. (Compliance, Monitoring, Intervention, and Sanctions) **19-20** Maintain **Baseline** 100%	100% of certificated staff (2019-20)
Metric/Indicator College/Career Indicator (Dashboard) **19-20** Increase **Baseline** 29.2% prepared	43.9% prepared (CCI, CA Dashboard 2019)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase our efforts before, during, and after school to help struggling students accelerate English language proficiency and develop the academic language skills needed to reclassify.	$64,680	$109,443
Offer differentiated instruction and a multi-tiered system of supports before, during, and after school. Provide targeted assistance in college/career guidance and for those who are struggling academically. Provide counseling for those students who have not made adequate progress on the CAASPP and for those struggling with issues such as behavior, attendance, or positive self-image, including students with disabilities.	$391,056	$504,442
Provide professional development to evaluate and ensure that teachers are systematically applying the techniques of data-driven instruction including: identifying essential standards and regularly using assessments covering those essential standards to guide collaboration, instruction and concrete feedback to students. Professional development will be based on research that demonstrates the effectiveness of the professional development in increasing students' English proficiency or academic progress and substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills. Provide ongoing collaborative grade-level and departmental meetings to develop program coherence. Work toward high quality instruction that is consistently implemented in every classroom in the district.	$91,031	$159,348
Recruit and retain highly trained staff who will ensure access for every student to CA Common Core State Standards-aligned materials including digital materials with embedded assessments, and who will understand and use curricula, assessment measures, and instruction strategies for limited English proficient students and for low income students.	$478,262	$30,744
Increase technology access for all students and parents especially low income, English learners, and foster youth. This will include providing 1:1 devices for all English Learners in grades 4-12.	$206,702	$478,875
Focus on early literacy in primary grades especially targeting low income students and English learners. Monitor often with formative	$170,874	$162,354

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
assessment. Additionally at Meiners Oaks, staff will work with first and second grade students who are behind in reading using the Sonday System reading intervention program. During the school day offer sections of academic support at Nordhoff and Matilija; offer CTE sections at Nordhoff and Matilija; offer CTE sections at Chaparral High School along with a network of job shadow and internship opportunities.	$318,219	$313,713
Teachers on Special Assignment (TOSA) will provide professional development that uses formative assessments aligned to the SBAC. The TOSA will also provide supplemental teaching materials that target deficits found as a result of the formative assessment data. This will assist the sites to meet the needs of each student served, with a focus on building capacity to sustain improvement and effectively address the challenges in student outcomes. TOSA duties will entail teaching academic support sections for students identified as low performing on state English language arts or mathematics assessments who are not otherwise identified for supplemental grant funding under the local control funding formula or eligible for special education services. The targeted students are in grades 3-8: the three grades at the middle school and grades 3-5 in elementary. In elementary, the TOSA will teach intersessions of three weeks after school at each of the four elementary sites for the same select student group.	$227,243	$238,031

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted actions and services were implemented during the first three quarters of the school year despite the closure of in-person learning beginning on March 16. Due to the pandemic, however, there was a material budgeting difference in teacher recruitment (Action 4). Ojai Unified maintained staffing to ensure students had access to CA standards aligned instruction, including instructional strategies for limited English proficient students and low-income students. The budgetary difference was due to the district not recruiting new staff through the pandemic. Staff who had been budgeted continued services in new ways. For example, the TOSAs continued their work remotely over Zoom with both classroom teachers and students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Ojai Unified had both successes and challenges from August through early March. All sites offered support for struggling students. This was enhanced by the two Teachers on Special Assignment who provided a systematized system to identify students who needed assistance. An emphasis on early literacy, secondary academic support, and CTE sections were pervasive themes. However, these areas were a distinct challenge as schools shut down in response to COVID. Distance learning offered both successes and challenges. Ojai Unified School District made significant changes to program offerings in response to school closures to address the COVID-19 emergency. Obviously the closures had major impacts on students, families, and staff. Teachers and staff offered differentiated instruction and a multi-tiered system of supports for our English learners, low income students, and foster youth. Teachers tailored the instruction to meet individual needs in content, process, or products. This targeted assistance was accomplished by telephone, text, email or Zoom for those students who were struggling academically or for small groups of students. Staff did check-ins with students using the same technology. English learners continued to receive designated and integrated English Language Development delivered remotely often using programs with an oral component. Because oral language has a profound impact on children's preparedness for school and on their success throughout their academic career, the district will continue to look for ways to engage our English Learners orally. Methods of meeting the needs of English learners, low income students and foster youth were as varied as the students. The district used the spring shut-down to inform our practice for the 2020-21 School Year. Community members, parents, students and staff provided input on how the district could improve in the fall. Ojai Unified offered engaging in-person learning opportunities for students during the summer, which included summer camps and classes for all grades. The two programs, elementary and secondary, served as a pilot for in-person learning.

Distance learning also created challenges. Often students did not immediately have appropriate devices, consistent wifi, or other technology issues. Despite the best efforts of the technology team, there were always glitches such as a student without internet access living in a remote location in the Ojai Valley. Other challenges were the lack of facility with technology for our youngest students learning from home.

A significant challenge will be a lack of standardized data to assess learning progress. This lack of valid and reliable data will continue until we can administer assessments in person in a classroom setting.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                       Priority 5: Pupil Engagement (Engagement)
                       Priority 6: School Climate (Engagement)
                       Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator District-wide attendance rate using P2. (CALPADS) **19-20** Maintain **Baseline** 95%	95.37% attendance rate (CALPADS 2020)
Metric/Indicator Middle School Drop Out Rate (Data Quest) **19-20** Maintain **Baseline** 2 students	0 students (CALPADS 2018-19)
Metric/Indicator High school drop out rate (DataQuest) **19-20** Decrease **Baseline** 4.5%	.02% (CALPADS 2018-19 SY)

Expected	Actual
Metric/Indicator Suspensions (Data Quest & Dashboard) **19-20** Decrease **Baseline** 3.0%	3.6% (CA Dashboard 2019)
Metric/Indicator Expulsions (Data Quest) **19-20** Maintain **Baseline** 0	0 students (2019-20)
Metric/Indicator Chronic absentees (Data Quest) **19-20** Decrease **Baseline** 11.8% (2016-17)	11.2% (2018-19)
Metric/Indicator Chronic absenteeism grades K-8 (Dashboard) **19-20** Decrease **Baseline** 13.1% (2018)	9.3% (CA Dashboard 2020)
Metric/Indicator Chronic absenteeism grades 9-12 (DataQuest) **19-20** Decrease **Baseline** 11.7% (2017-18)	10.7% (2018-19)

Expected	Actual
Metric/Indicator School Climate Index (California Healthy Kids Survey) **19-20** Increase **Baseline** 471/500 (2016); 319/500 (2018) Matilija 350/500 (2016); 326/500 (2018) Nordhoff	308/500 (2020) Matilija 303/500 (2020) Nordhoff

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Promote opportunities and incentives to increase attendance rates. Provide counseling for those students who demonstrate attendance problems such as chronic absenteeism including students with disabilities.	$369,709	$209,001
Ensure that the Homeless/Foster Youth liaison has the time, knowledge, and resources to fully execute the responsibilities. Provide a stipend for services.	$11,255	$11,239
Promote opportunities to increase student engagement by offering a wide range of courses outside of the core and a robust athletics program for our unduplicated students. Provide incentives to decrease unproductive behavior at all sites. Provide counseling for those students who have behavior issues resulting in suspensions including students with disabilities. Add a counselor at the new Matilija Middle School to help implement the new SEL curriculum, to initiate the Restorative Justice practices, and to teach an advisory period.	$655,418	$667,878
Ensure safe school and work environments by providing student orientations and trainings on responsible digital citizenship and internet safety especially social media, by monitoring the school safety plans, and by maintaining clean and well-maintained learning environments.	0	$5,211
Increase cultural literacy and positive school climate by emphasizing social and emotional learning (SEL) and by creating culturally	$16,301	$9,118

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
responsive schools. The district will initiate both SEL curriculum and anti-bias programming in targeted grade levels beginning in kindergarten.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for transportation expenses were not fully implemented as originally budgeted because of the shut-down to in person learning March 16.   There were increased costs, however, associated with the pandemic such as ensuring safe work environments by providing staff orientations and trainings on the use of PPEs. Staff continued to maintain clean and well-maintained teaching environments.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

At the beginning of the 2019-20 school year, Ojai Unified had several programs in place to enhance student engagement. The success of these programs depended on students and adults developing relationships. This was evident on all sites through early March. Despite the district's early efforts and successes, the pandemic caused a number of challenges especially in areas that are relational such as athletics, peer counseling, and a variety of activities on campus. Despite the district's best efforts in the spring, the negative impact the COVID-19 pandemic has had on Ojai Unified has been significant. School closures and social isolation have affected all students, but particularly for low income, foster youth, emerging bilinguals, homeless students and students with disabilities. Adding to the disruption to their learning, a mental health crisis team emerged as many students lost access to in-person services that were previously offered by schools. Some families were frustrated, overwhelmed and concerned with amount of screen time during distance learning. Parents felt ill-equipped to help their children. Parents working from home often did not have the time to monitor classroom learning. Other parents may not have had the time or the skill set to be the "teacher."

There were small successes, however. The district, in response to overwhelming need, created a Family Fund, managed by the district Public Information Officer. The fund began with the creation of a Help form to meet ongoing physical and safety needs. Many students accessed the Help form when needed. Additionally the district provided counseling for those students who had not made adequate progress on virtual assignments. The district also provided mental health support by appointment for all students and parents and especially for those unduplicated students.

Goal 3

Engage parents and families to support student success in school

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance at site events (local) **19-20** Increase **Baseline** 50%	Anecdotal evidence indicated that site attendance had at least 50% of families attending site events and activities from August to March.
Metric/Indicator Communication with parents (local) **19-20** Maintain **Baseline** At least once/month	Communication with parents was at least four times per month.
Metric/Indicator Monitor School Site Council (SSC) **19-20** Maintain **Baseline** 100% compliance with state and federal laws	All seven sites adhered to the guidelines set by Every Student Succeed Act (ESSA) regarding SSC composition, duties, and training.
Metric/Indicator Attendance at district meetings (local)	District meetings far exceeded the attendance metric of one representative from each site.

Expected	Actual
19-20 Establish baseline numbers **Baseline** At least one parent/guardian at district meetings/events	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Work toward increasing and improving parent/guardian communication through website, phone outreach, mailings, social media, a parent survey and meetings. This will include simultaneous translation with headsets. Continue a monthly outreach to all Spanish-speaking parents to serve as a support entity.	$30,408	$25,443
Provide opportunities for non-English speaking parents and low income parents to participate in site/district activities that increase skills as partners in education. (Math nights, Freshmen Orientation, Parenting Classes, ESL class for parents; kindergarten readiness training focused on incoming kindergarten parents.)	$600	0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions/services were mostly implemented to support students and families. The computer lab was open in the evenings for families at Meiners Oaks prior to the shut down. After March parents and students could no longer use the lab; however, the budgeted staff were used elsewhere such as meal preparation and distribution.   Also in a normal year an annual field trip to UC Santa Barbara and/or CSU Channel Islands would have been scheduled for COPA, the Spanish speaking parent group; however, because of the pandemic no field trips took place. The amount budgeted was about $600.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

At the beginning of school in August 2019, ParentSquare, a new communication tool, was implemented. The software unified all communication tools used in classrooms, sites, and district, with oversight throughout. The software also upgraded the basic communications with bundled-in features like forms and permission slips. It also had the ability to solve issues around sending urgent alerts, report cards, and attendance notices.   Parents and staff seemed to welcome the new communication tools and social media presence. ParentSquare provided modern, equitable two-way communication, which empowered all of our families to play an active role in their children's education and support their educators. This was critical after March 13. With ParentSquare the district could deliver clear, proactive, consistent messaging by reaching every family in the district. It also allowed teacher and staff the ability to communicate with parents while also giving parents a process for how to get in touch with the school. Parents were given up-to-date information about COVID including how to keep families safe.

Goal 4

Promote student emotional and physical well-being

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Student health and wellness

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Bullying/Harassment incident forms/actual incidents (Local) **19-20** maintain **Baseline** 75 forms completed 26 actual incidents	NA because of the pandemic; summative data usually takes place at the end of the year
Metric/Indicator Athletic Involvement in high School (Local) **19-20** Increase **Baseline** 81% (included multi-sport athletes)	NA because of the pandemic; summative data usually takes place at the end of the year
Metric/Indicator Healthy Fitness Zones in all six areas (Physical Fitness Test*, Data Quest) **19-20** Increase **Baseline** 5th grade: 33.1%	2018-19: Percent of students who met all six zones 5th grade: 41.2% 7th grade: 38.6% 9th grade: 49.2%

Expected	Actual
7th grade: 41.3% 9th grade: 53.8%	
Metric/Indicator Mental Health Counseling referrals (Local) **19-20** Maintain **Baseline** 142 new clients	NA because of the pandemic; summative data usually takes place at the end of the year
Metric/Indicator Healthy food choices: average per day (Local) **19-20** increase **Baseline** 21%/33% (breakfast/lunch)	Summative data usually takes place at the end of the year. As of March 13, Nutrition Services offered healthy food choices and served breakfast/lunch to all district students at various sites. Meals were available for remote pick up and in-person.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide physical and mental health support for all students but especially for low income, special education, and foster youth.	$140,670	$207,634
Continue to work collaboratively with school districts, farmers, and the community to get more nutritious, fresh, seasonal and local foods into school meals; integrate school gardens into on-site programming. Provide nutrition education and agricultural literacy throughout the K-12 curriculum. Continue the Harvest of the Month program.	0	$1,948
Continue to provide bully prevention training for both students and staff.	$13,492	$237

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The budgeted funds for bully prevention training were not fully implemented as part of Goal 4. However, the expenditures were actually captured in Goal 2.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the entire school year including the shut down, Ojai Unified was committed to healthy food offerings. This has been a positive and successful transition for about a decade. Nutrition Services moved away from processed foods to cooked-from-scratch. This transition reduced the amount of calories, fat, saturated fat, trans fat, cholesterol, sodium, artificial flavors & colors, and preservatives in students' meals. The district participated in Farm-to-School. 70% of the fruits and vegetables came from California grown farms. In addition to procuring produce directly from Steel Acres Farm, the Nutrition Services Director continuously looked for opportunities to expand the Ojai farming network. After March 13, local farmers and bakers donated hundreds of pounds of fruit, vegetables, and freshly baked bread. The biggest challenge after the shut down was the logistics of getting meals to families. Not all families had transportation to pick up meals; although Ojai Unified met the challenge various ways including delivery by a private car,delivery by a school bus, and even delivery on a bicycle.

For the last decade, Ojai Unified has had a successful and highly regarded mental health program. It has been a high priority. After the shut down in March, Ojai Unified School District provided counseling for those students who had not made adequate progress on virtual assignments. Ojai Unified also provided mental health support for unduplicated students. However, the challenge was the human connection component of mental health. In addition, students felt isolated. This will continue to be a challenge as the district navigates back to in person learning.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
IP 1 Ensure safe school and work environments following all Health Department protocol.	50,000	164,297	No
IP 2 Focus on teaching essential standards	15,000	25,551	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Californians, including Ojai Unified School District, had no idea how much a new coronavirus would upend our students, our families, and our community. Because of that, the district spent far more funds than originally budgeted for safe school and work environments in anticipation of some in-person instruction. In addition, additional dollars were spent on professional development for both teachers and administrators. The focus was on teaching essential standards.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Providing as much in-person instruction as could safely be delivered was a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss. Ojai Unified made a decision to have a summer school/summer camp option for all students. It served as a pilot program especially for safety protocols that might inform the reopening process in August. However, because Ojai Unified School District was located in a county (Ventura) that was in the purple tier, the district did not physically open for in-person instruction until Ventura County moved to the red tier for 14 consecutive days. The district was poised to pivot to a hybrid of classroom-based instruction with distance learning when the guidelines and metrics were met. All three levels, elementary, middle, and high school created a draft of an A/B model, which could be used when or if the district moved to a hybrid. This was based on CA Public Health guidance. Providing as much in-person instruction as could safely be delivered was a priority of

many stakeholders and acknowledged by the district as an important means of addressing learning loss. This was especially important for those groups of students who were disproportionately impacted by school closures. However, state and county guidance during the summer, necessitated that we would begin the year with full distance learning. Despite the county's purple tier placement, staff continued to plan hybrid learning models so that staff would be prepared to bring students back once it was safe to do so. Ojai Unified continued to align decision-making to public health guidance at the state and county level. When it was deemed safe to offer in-person instruction on a limited basis for small, targeted students, Chaparral High School students were among the first small groups to attend school in-person. Later at the end of October, students and families in grades TK-5 were provided the option to choose their mode of instruction among a complete distance learning model, a hybrid (part in-person and part distance) learning model, or a homeschool option. In the hybrid format, students enrolled returned to their sites for limited in-person instruction. The general model consisted of one-half of students attending in-person instruction and one-half attending distance learning per day. Importantly, all students engaged in daily live interaction and attended both synchronous and asynchronous sessions to ensure minimum daily instructional minutes. The district format was an A/B alternating schedule in which groups would attend on campus for two days per week and distance learn for the remaining days.   In-person instruction was implemented at the K-5 level intermittently depending on Ventura County Public Health guidance and input from staff and families. Some in-person began as a hybrid model in early November; however, Ojai Unified pivoted to distance learning in December and the first part of January due to the surge in COVID cases. In-person instruction resumed in K-5 on January 13, 2021. In K-5 environment the constant uncertainty of schedules was difficult on everyone. In-person instruction did not occur at the secondary level until February 22, 2021, in small cohort models with no more than 14 students in a group. The district had several plans and protocols to ensure the safety of students and staff, consistent with public health guidance.   For all sites this included 6 feet of social distancing, masks for all, daily sanitization, staff and student daily health checks, ingress, egress and recess utilized designated areas to minimize commingling of groups, assigned bathrooms to minimize commingling, and QR Code Card for teachers to easily request supplies.

At the end of March, the superintendent announced to families that students would be returning to in-person learning for the fourth quarter. The elementary schools, the middle school, and the continuation high school returned for five days per week. The comprehensive high school returned to classes four days a week. Because the high school teachers were working with both in-person and distance learning students, there was a limited amount of time. For example, with three distance learning and three in-person classes taught by one teacher, a full day was not possible for the Friday schedule. Fridays were the only time when both in-person and distance learning students in the same class were all together at once.

A pervasive theme in Ojai Unified evolved: "The key to student success is teaching the essential standards." We believed that all students were able to learn at high levels. Although there could be flexibility in how we teach, what remained consistent across grade levels was teaching the essential standards, implementing grade level created common formative assessments, and analyzing data-driven instruction. During the 2020-21 SY, we continued with professional development and our focus on essential standards. This remained a constant in both in-person learning and in distance learning. A Professional Learning Community (PLC) coach worked with secondary teachers to train them how to identify and unpack essential standards. All principals and a teacher from each site attended the Center for Advanced Professional Studies (CAPS) network at Ventura County Office of Education monthly to continue learning about PLC work and to help teams identify essential standards and track outcomes. PLC work was in progress at all sites. The elementary teams met twice a month creating data sheets and tracking student outcomes. The implementation of a new math

program, Levered, took place in grades 3, 4, and 5. As of a mid-year update, weekly student engagement ranged from 93% to 98% of all 3rd-5th graders, with average student usage ranging from 2 hours to 4 hours per week. In addition, interventions were fluidly assigned to students who needed additional support.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
DL1 Increase technology access for all staff, students and parents especially for English Learner, Low Income, and Foster Youth; this includes conducting a needs assessment and creating a Tech Request form. This also includes the district Internet Service Provider (ISP), devices for students, computers for staff, hot spots, and other technology.	100,000	399,345	Yes
DL 2 Provide a common learning management system with a platform for recording instruction across all grade levels to ensure easy access for students and parents. This includes professional development on the LMS for all instructional staff. (CANVAS)	24,550	24,550	Yes
DL 3 Provide an Education Technology Coach to assist teachers, parents, and students with distance learning needs	50,000	50,000	Yes
DL 4 Offer a homeschool program	10,000	55,000	No
DL 5 Improve communication with families, including a tool for staff to communicate with families; this action also includes guidelines to parents about expectations for teacher and staff response times.	15,000	34,111	Yes
DL 6 Create developmentally appropriate distance learning and childcare option for TK and K	20,000	203,698	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Almost all of the budgeted funds for the planned actions were far less than the estimated actuals. The closure of our campuses necessitated several changes to the existing programs/policies: Far more was needed for technology access; parents opted for homeschool when fear was high about the virus and its ability to be transmitted; regular and consistent communication was a high priority for parents and the district; and parents were concerned about our youngest learners and how parent work schedules could be accommodated during distance learning. The latter necessitated that the district establish a direct instruction/daycare option for TK and K beginning in August.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The closure of our campuses necessitated several changes to the existing programs/policies. Ojai Unified School District worked hard to transition applicable program offerings to remote platforms. In preparation for learning remotely, district staff adopted a Learning Management System (Canvas) which allowed the best remote access to all Ojai Unified curriculum. Canvas allowed sites to build the digital learning environment that met the unique challenge of providing all curriculum in one localized location for ease of use and access by students. Given the complexities of implementing a distance learning program, the district adjusted the instructional calendar to allow teachers time to collaborate and engage in professional development. Staff worked to ensure that all students received live daily instruction. The daily schedules included a balance of whole group, small group, intervention, independent instruction, prep and professional learning for teachers.

Ojai Unified School District's technology team contributed immensely to the success of distance learning. The district ensured access to devices, assistive technology, and internet connectivity for all pupils to support distance learning. This included hotspots available for checkout; 1:1 Chromebooks for grades 4-8; Chromebooks available for checkout in grades TK-K and 9-12. The district secured its own internet service provider (ISP). The ISP served as the access point that provided a user access to everything available on the internet. The district developed and used a Help form to allow parents/guardians/students to submit needs regarding technology: devices, connectivity and other supports that were needed during distance learning. The Help form could be accessed on the district website, on ParentSquare or by phone. The district Tech Team conducted a needs assessment, created a Tech Request form, and also set up a Tech Tent at the district office so that families who needed in-person help for either devices or connectivity could access live assistance every Friday. The Tech Tent was available for 17 weeks with approximately 30 families using the service each week. Often a technician would locate the neighborhood of a family and then were able to give them options for the strongest connectivity based on their address. In a two week period, the district fielded over 900 Help tickets regarding connectivity. The district purchased 345 hot spots and provided repurposed smart phones for some families. From August through the end of February, the Tech Team closed more than 1,300 tech help tickets and continued with the expansion of 1:1 devices for students by purchasing and deploying 1,434 Chromebooks.

Also the district hired three in-house coaches to work with teachers and other instructional staff on the use of Canvas and other available technology tools. The coaches were on call to help facilitate any issues with distance learning. The coaches made it possible to implement a consistent, quality distance learning program in grades 2-12. For example Nordhoff High School had 96 courses available through Canvas; Matilija Middle School had 66 courses; and the elementary had 68 courses.

In addition, Ojai Unified purchased GoGuardian, a tool to monitor, manage, and filter any school device on our network with a complete K-12 web filter. The system protected students from harmful content, eliminated unwanted distractions, and identified students who were most at risk either academically or emotionally. All certificated staff were trained in the program. Sites created an At-risk form for students in order to track which students needed a contact and by whom: teacher, counselor, principal or a home visit. Canvas also provided constant parent communication because parents could see assignment completion, grades and missing assignments.   Some families were frustrated, overwhelmed and concerned with the amount of screen time during distance learning. Parents felt ill-equipped to help their children. Parents working from home often did not have the time to monitor classroom learning. Other parents did not have had the time or the skill set to be the "teacher."Some parents wanted flexibility to decide what would work for them as a family.

Distance Learning necessitated a need for on-site childcare. Ojai Unified created the ABC Club, an on-site in-person day care for four days per week for TK-1st grade students. Also, all parents were given the option to participate in a TK-12 homeschool program. The district also expanded the independent study school into a non-classroom based program to accommodate students who wanted to attend.

A major challenge was ensuring that students with unique needs had support needed for success. All elements of our special education program were continued in some form during distance learning. Teachers in self-contained classrooms delivered distance-learning programs similar to what all teachers provided. Educational specialists worked with teachers, students, and families to identify accommodations that could be used at home. District service providers such as speech/language pathologists and counselors connected regularly with the students on their caseloads.   However, for some students, the lack of structure and both internal and external distractions were barriers to learning deeply. Additionally, students had less support for time management and no in-person help with refocusing. Teaching is relational and despite our best efforts, these challenges will continue to be at the center of Ojai Unified staff thinking as we navigate the pandemic.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
LL1 Offer differentiated instruction and a multi-tiered system of supports especially for English Learner, Low Income, Students with Disabilities and Foster Youth	200,000	333,625	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The budgeted expenditures for addressing pupil learning loss and what was actually implemented and expended was more than the LEA originally estimated.   The pandemic's impact on student learning cannot be overstated.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Ojai Unified School District teachers recognized that there would be student learning loss at all levels at the end of the 2019-20 school year. Before the end of that year, teachers collaborated on lists of skills/standards that they believed would need to be developed and reinforced in the 2020-21 school year. Also discussions were held within departments at the secondary level, and plans were made for assessment of skills in the fall as well as appropriate intervention.

Fortunately the district had a multi tiered plan to address learning loss and accelerated learning progress. The groundwork was laid with professional learning communities (PLC) that began long before the pandemic. In order to identify students who had experienced significant learning loss due to the school closures in 2019-20, elementary teachers had already identified essential standards in math and ELA. This was followed by the creation of formative assessments in math 3rd-8th grades. District staff continued a systematic cycle of assessments, including initial screening, formative and summative assessments. During in-person learning, the teacher first observed the student. Using the observations, the teacher analyzed and responded and scaffolded his/her learning appropriately. A teacher evaluated and decided which indicator of an essential standard best described the student's knowledge and skills. By

consistently analyzing and evaluating their observation notes and work samples, teachers were able to determine each student's level of achievement in relation to each objective. Then teachers could either reteach, remediate, or provide intervention. Much of this work was started during our professional learning communities. A PLC coach also worked with secondary staff. The district continued to use the publisher Solution Tree: "Minding the Gap" as the tool to target learning loss. The district was committed to ensuring that teachers were teaching grade level material and then providing differentiation as needed.   All assessment data assisted teachers as they made determinations related to individual student outcomes and instructional strategies to support individual students. If a student did not have mastery of prerequisite skills needed, that student was provided reteaching as needed. Teachers used a screening tool in order to identify gaps. Then teachers either retaught, remediated or provided intervention. Teachers also used formative assessments to address learning loss. The Sonday System was used for remediation. Teachers created adapted lessons for English learners, low income, foster youth or students with disabilities as needed. Teachers also utilized intervention aides to support those students who needed reteaching, remediation or intervention. Formative assessments and progress monitoring took place during class lessons and provided actionable information about students' learning status relative to the desired lesson goal. Teachers used data from formative assessments immediately to adjust their instruction and ensure students progress towards learning goals. Ojai Unified used universal screening tools, locally created formative assessments, and local and publisher-generated summative assessments to determine student outcomes and success. For example, the district purchased ESGI, an assessment system for grades K-2. Also the district purchased Renaissance Learning Star Reading to assess reading from K-12.

Each grade band had supports. Matilija Middle School offered Power Coaching, Learning Pods, a reading intervention period, and academic support sections. Nordhoff High School offered a strong tutoring program, and an academic support section. The elementary sites focused on the RtI pyramid by offering the Sonday System/RAFT decoding and phonics intervention for K-2nd. In addition sites offered Read Naturally Live Reading fluency and comprehension for 3rd-5th. Dream Box Learning was also offered as a math intervention for the primary grades.

The biggest challenge to addressing learning loss and skill development was the time it took to administer assessments remotely or in-person. Remote assessment was not always reliable or valid. It was also a challenge to ensure equal access remotely. If assessments were administered in-person, it was a drain on an already truncated instructional minutes allowance.

Ojai Unified took steps to prevent "summer slide", mitigate learning loss, and target social/emotional learning by creating a four-week free summer camp enrichment and academic program to be held July 6-30. Families can choose from in-person, hybrid, and online opportunities.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Ojai Unified School District continued with the many tiers of our mental health program for students whether in-person or distance learning. The mental health of our students, their families and our staff members was a top priority for the district. Students, parents/guardians and staff members had access to support 24 hours a day through Pick Time, an online platform, which allows the individual to set up a telehealth appointment with a school counselor, school psychologist or the mental health clinician. Students were monitored through attendance in classes and through a web filtering system, GoGuardian, which flagged key words and phrases when a student used his/her school email. Parents were granted access to GoGuardian Parent, a program to help keep parents aware of their children's activity on school-issued devices and to provide them with additional controls during out-of-school hours. GoGuardian Parent is a companion to the internet filtering tools that Ojai Unified uses for devices issued to students. Through the use of this app, the district hoped to encourage more open and honest conversations between parents and children that would result in safer practices and responsible browsing habits. In addition, a mental health team, made up of associates and trainees supervised by a licensed MFT with a PPS-C credential, provided free short-term individual and group counseling via telehealth and in-person to support students struggling with mental health concerns affecting their ability to access their education. This included our Mental Health Clinician and Interns providing a robust mental health counseling program as well as the myriad of in-class socio-emotional learning activities provided by teachers. Staff continued with the existing referral process and procedures to ensure continuity of the program. Parents, guardians, and staff could access weekly open Zoom times where they could speak to a mental health clinician about concerns and receive support. Weekly support continued at each site, plus one session per week in Spanish and one session per week specifically for parents with students being provided special education services. Community resources and referrals were accessed, as needed, for student, family and staff supports beyond what the district could provide.

In addition staff considered both the language and communication needs of students and families and the safety and physical needs of students and families. The Help form was regularly sent out listing all options for support. Because social-emotional and cognitive development were inter-related, teachers hosted daily or weekly individual, small-group, or whole class meetings to maintain, sustain, and expand a sense of community and reduce isolation. Teachers encouraged students to share experiences, celebrate milestones, and encourage others.

Community-based circles, which were part of the Restorative Justice program, were also offered at all elementary schools as well as at Chaparral High School. All circles took place in person and were meant to support the transition to in-person learning along with addressing the "new norms" such as wearing masks and social distancing. By mid-year 7 community-based circles were conducted. Two Restorative Justice with students were facilitated with a third in progress.

Ojai Unified School District embraced the notion that foster youth and homeless students must have equitable access.They must have access to the same content, accessibility, and services that all students receive. Our foster youth/homeless liaison supported these students and families and ensured that all students had what they needed to be successful. The district provided outreach to parents, guardians and students in order to ensure school success regardless of the learning environment. To support homeless high school

students, counselors reviewed Ojai Unified's graduation requirements and the applicable exemption. The district distributed the Housing Questionnaire to every enrolled student in the district. In conjunction with the superintendent, a Help form was created and utilized. The Superintendent and the Homeless Liaison Increased their outreach by creating a Family Fund. Services included ongoing physical and safety needs. The district's Family Fund was the central point to provide support with: bikes/transportation (trolley tokens from city), clothing, health care and medical testing and provision for meals and food, child care, and diapers.   The Family Fund was monitored by the Homeless Liaison.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Ojai Unified School District developed a tiered re-engagement plan for students who were absent from distance learning. Teachers tracked daily both attendance and engagement in the Q module of students on their class roster. Additional staff tracked engagement in the Module for Student Engagement in the Student Information System. The district provided outreach to pupils and their parents or guardians, including in languages other than English, when pupils were not meeting compulsory education requirements or if the pupil was not engaging in instruction and was at risk of learning loss. The outreach was similar to the School Attendance Review Board (SARB) First Ojai Unified defined the following:
1. Engagement issues: attendance, wellness check, engagement, academic
2. Type of engagement: in person (home visit), phone, video conference, text, email, conference call
3. Who is responsible: Teacher, Office Manager, Principal, Counselor, other staff member (such as bilingual aides)
4. Outcomes: did not participate, equipment needed, follow-up needed, progressing as expected.

A chart was created showing tiered priority support for students and families so that each site was clear on the responsibilities for issues with students and families: attendance, pupil engagement, academic progress and outreach. Families were expected to notify the school each time a student did not log in at all the the daily live interaction. This was done by phone or email. The engagement intervention process was not designed to replace other monitoring, assessment, and intervention efforts such as SSTs or other forms of parent contact. During the month of September, the tiered re-engagement plan had some revisions at the secondary level. If a family or student was consistently unresponsive to forms of communication such as calls, texts, USPS, or emails, consideration was given to a home visit to speak directly with a family.

Student engagement, however, was a persistent challenge. We recognized that engagement was fundamental for learning new skills and concepts, but with distance learning, students were less likely to engage and participate. Teacher comments and anecdotal evidence suggested that not every student was logging online to learn. Some students desired social interactions or opportunities for peer learning. Some students were bored and uninterested in the content of planned activities. According to teachers, it was difficult to motivate kids without in-person interactions. The diversity of activities was limited with school closures, and the relationships were much harder to maintain. Usually, the relationships were the foundation of these connections that kept kids engaged. Additionally, some teachers mentioned the challenge to fully engage students was also due to their inability to work one-on-one with students in-

person. This lack of a timely connection with their teachers may have impacted students' motivation to complete online assignments and pointed to another source of inequity for students less able to self-regulate learning.

Ojai Unified School District valued feedback from parents and guardians. The district outreach was an important component of school planning and improvement especially in the context and uncertainty of the pandemic. The district consulted with both parents, students, and community. The superintendent held over 30 town hall meetings during the first semester. The town halls served to inform, to clarify, to answer questions, and, most importantly, to gather input from families. Engagement with families on social media increased by over 15% The District also promoted engagement with several options that allowed remote participation in site meetings such as school site councils, district town halls, forums, public hearings and local governing board meetings. Once again this included efforts to reach pupils, families, educators, and others who did not have internet access, or who spoke languages other than English. All virtual meetings were held via teleconferencing and accessible telephonically or otherwise electronically to all members of the public seeking to observe or to address the facilitator. Meetings were accessed by Zoom, on the internet, on social media (Facebook), or on a mobile device. Because of the pandemic, Ojai Unified began to live stream meetings and post the link on the District website on how to access and view meetings. The district also took care to notify members of the public regarding opportunities to provide written comments to the Plan. Comments were read aloud when the agenda item specified on the request was considered. Also the district solicited recommendations and comments from members of the public regarding the Plan. The superintendent met several times with the Parent Advisory Committee keeping them apprised of District actions, decisions, and other pertinent topics. A strong indicator of meaningful engagement were the many community partnerships that were formed in 2020-21. Ojai Unified was the recipient of donations and grants, bikes, helmets and bike locks, a clothing closet, and donations of school supplies. This was made possible by over 25 community partnerships. In the spring Ojai Unified School District partnered with Ojai Hospital and Ventura County Public Health to continue the COVID Vaccination Clinic at Nordhoff High School. Vaccinations were available to all, including students age 16 and older. All of this meaningful stakeholder engagement was linked to more informed decision-making and greater trust among various groups. Based on all input, Ojai Unified School District made the decision as to what instructional models and programs were possible in the 2021-22 school year and determined the greatest extent of that possibility in light of the district's individual circumstances, subject to some legal limitations, the Department of Public Health, and the Governor's orders. This was an incredibly complex decision, which required the balancing of educational needs against health and safety concerns, all within the context of an ongoing public health and economic calamity. This balancing act clearly involved an exercise of discretion.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For the most part the school meal program was a success and provided food security for our students. This was due to the hard work of the staff. During the pandemic, free meals were provided by Ojai Unified School District Nutrition Services that were either picked up at sites or provided on site if students were on campus. This was available to all students. A major accomplishment was the continuation of "From Scratch" items as part of the meal program. Nutrition Services utilized all safety procedures as required by the Ventura County Department of Health. The district also followed all regulations outlined in the CDE Nutrition Services Division. The district provided a strict separation among server, kitchen workers and other employees. Appropriate warming and cooling equipment was used to keep food at safe temperatures. The waiver made it easier to prepare meals with relaxed restriction of the USDA guidelines.

Some challenges arose when an employee was absent or had to quarantine. Many Ojai Unified families already faced food insecurity prior to COVID. The pandemic's impact on employment and the resulting loss of income made this an issue for many more district families.

Beginning on June 3, 2021, the Ojai Unified School District partnered with local farmers to start a farmers market in the courtyard of the school district office. The genesis of the project began with a local farmer wanting to do a mid-week market. After discussing the idea with Ojai Unified staff, everyone realized that a school would be a perfect place to have a farmers' market and educate families about their food systems. The opportunity for educational programming was a large driver in determining a site. A large part of the process will be to address food security and how to make healthy, local, organic, more regenerative food available to everyone in the community.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	NA	NA	NA	

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

NA

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

NA

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

NA

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

NA

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

In order to fully comprehend the development of the 2021-22 through the 2023-24 LCAP, one must first analyze the student outcomes in the 2019-20 LCAP and the 2020-21Learning Continuity Plan. The LEA had to consider that the Annual Update of the 2019-20 LCAP were based on goals that were created over two years earlier. In order to analyze and reflect on the LCP, the LEA had to review and examine the history and the context of the pandemic in Ojai Unified School District. Its impact on student learning, physical and mental health, and emotional well being cannot be overstated. Initially the district made significant changes to program offerings in response to school closures to address the COVID-19 emergency. Obviously the closures had major impacts on students, families, and staff. These impacts were immediate but also might be long lasting as the situation continues to evolve. The unexpected closure of schools in March 2020 had impacted the physical, emotional, social, and educational landscape of students. Students, their families, and staff were affected by higher levels of stress associated with the uncertainty of the pandemic. Despite the district's best efforts in the spring, the impact of COVID-19 had on Ojai Unified was significant. School closures and social isolation affected all students, but particularly for low income, foster youth, emerging bilinguals, homeless students and students with disabilities. Adding to the disruption to their learning, a mental health crisis emerged as many students lost access to services that were previously offered by schools. The broader economic impacts of the pandemic, including increased unemployment, exacerbated existing challenges such as food insecurity and access to technology/connectivity. Families and students were impacted by the physical separation from targeted supports and services that were typically provided in-person, including many services for English learners, foster youth, homeless youth, and students with disabilities. Some families were frustrated, overwhelmed and concerned with the amount of screen time during distance learning. Parents felt ill-equipped to help their children. Parents working from home often did not have the time to monitor classroom learning. Other parents did not have had the time or the skill set to be the "teacher."Some parents wanted flexibility to decide what would work for them as a family.

Ojai Unified School District used research-based evidence to make decisions regarding opening schools. In one article on pandemic resilience, the guiding principle was that "schools should use metrics of community spread as general points of information, not on-off switches for closure and opening, and should focus their own attention on developing ways to measure any in-school transmission and the quality of their infection control regime..." The district followed the most important elements of infection control. Ojai Unified had safety protocols and guidelines in place such as daily procedures, personal protective equipment, general safety and other safety improvements. These lists could be found on the new COVID dashboard on the district website. When the K-5 pivoted to distance learning in November, most families decided to return to in-person learning in the hybrid model; however, some families opted to remain in distance learning and other families opted to move to the homeschool model. With a spike in cases during Thanksgiving and winter break, TK-5 returned to distance learning until the COVID numbers went down. Based on that information, the elementary schools returned to campus on Wednesday, January 13. Hybrid students began on campus only Wednesday and Thursday for two weeks in a row. The following week of January 25th, students returned to full hybrid schedule with students on campus four days per

week. Our goal was to maintain the regular hybrid schedule through the rest of the school year. After spring break, on April 12, the district pivoted yet again to a new schedule for the elementary schools. The schedule was relatively the same schedule as in mid-January through March, however, students and teachers now had five days of instruction and learning. Teachers could request outdoor space and additional safety equipment by filling out the COVID equipment request form.

For the secondary programs, Ojai Unified School District planned to return to campus in small cohorts for the second semester. For secondary students there were several considerations: 1) Commitment to maintain distance learning option and quality for all students. 2) One cohort per day to limit staff exposure. 3) Space for 6 ft social distancing in small classrooms. 4) Accommodations for students who don't want to return yet. 5) Ability to maintain educational program, even if quarantining is required. 6) Substitute availability. 7) Maintain daily contact with teachers. 8) Maintain dedicated student support time. The schedules on which the Return to Campus teams worked allowed for one pod of 14 students on campus each day. The schedules were finalized so that teachers saw one class per week, broken into two or three small pods.   The COVID testing site that opened last fall two days a week in the valley coupled with the addition of Nordhoff High School as a local vaccination site, contributed to a much more positive outlook regarding the return to in-person learning among families, staff and the community.   Progress on vaccinating educators at the Nordhoff clinic, which was open three days per week, began in late February. In early March the district announced a new onsite COVID testing program for staff and students. The program was a partnership with PMH Labs to provide onsite testing services at no cost to employees or the district. Each site had a designated weekly testing day on Tuesday, Wednesday, or Thursday. Nurses from PMH helped educators complete an oral swab that was sent to the PMH lab. Results were received in approximately two days.

Ojai Unified School District continued to strive to develop varied strategies to engage and support students academically and emotionally. Work was done to improve initial lessons and practice in order to reduce the number of students needing support. However, the need for intervention support remained high in 2020-21. All sites provided targeted help to struggling students, especially emerging bilinguals, low income, and foster students. The focus was on identifying struggling student populations for interventions. There was an emphasis on growing effective instructional strategies, evaluating appropriate support materials and purchasing materials to provide those tools that would benefit students struggling with academic content.   In addition, emotional support was also needed at all levels from students to families to staff. The shuttering of our schools blocked students from more than just classrooms, friends and extracurricular activities. It also cut off students from staff members whose open doors and compassionate advice helped them build self-esteem, navigate the pressures of adolescence and cope with the pandemic. It was imperative for staff to be trained in trauma informed practice.

The overall analysis and reflection from the 2019-20 Local Control Accountability Plan and the 2020-21 Learning Continuity Plan on student outcomes, as described above in the first four paragraphs, indicated specific areas that Ojai Unified will continue and areas on which the district will focus in the 2021-22 . Because of the pandemic's impact on physical and mental health coupled with emotional well being, climate, culture, engagement and wellness will be the first goal in year 1 of the 3-year plan. School closures and social isolation affected all students; consequently, cultural literacy, positive school climate, social emotional learning, and restorative justice will continue to be major themes in 2021-22. Ojai Unified will also continue actions surrounding attendance, physical and mental health, and safety. School closures had a very real impact on all students, but especially on the most vulnerable ones who are more likely to face additional barriers. Because of that, Ojai Unified will add a new action to the LCAP, one that addresses diversity, equity,

and inclusion. Also part of the engagement piece will be a more targeted action encompassing family communication and outreach. In addition, the pandemic's impact on student learning cannot be overstated. The district's analysis also showed the need to continue with a focus on academic achievement for ALL students especially low income, English learners, foster youth and students with disabilities. Learning loss mitigation and skill development will be an important component and a high priority in the 2021-22 LCAP. The district will continue with tiers of academic support and early literacy. Also professional development will be enhanced to reflect research-based strategies and data driven instruction. Access to technology will also continue to be a priority. Ojai Unified will add a new action, a pilot program of co-teaching, focused on our students with disabilities. This analysis and reflection on student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have significantly informed the development of the 2021-22 through 2023-24 LCAP.

All that the district (staff, families, community) experienced due to the pandemic was captured in a mid-March communication from our superintendent: "Tomorrow will be the one-year anniversary of the day that students across the state moved to distance learning. While our schools didn't close, school as we knew it certainly ceased to exist for the last year. It's all taken an unthinkable toll on our students, our families, and our educators — a social, emotional, and academic ordeal that has left us all struggling to cope with the trauma and disruption. We are continuing to build our capacity every week to bring kids back to the greatest extent possible, and like you, we cannot wait to put this last year behind us and return to our healthy, thriving school community."

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  - o Continuity of Instruction,

  - o Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,185,920.00	3,134,659.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	3,185,920.00	3,134,659.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	3,185,920.00	3,134,659.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,948,067.00	1,996,950.00
Goal 2	1,052,683.00	902,447.00
Goal 3	31,008.00	25,443.00
Goal 4	154,162.00	209,819.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$65,000.00	$189,848.00
Distance Learning Program	$219,550.00	$766,704.00
Pupil Learning Loss	$200,000.00	$333,625.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$484,550.00	$1,290,177.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$50,000.00	$164,297.00
Distance Learning Program	$10,000.00	$55,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$60,000.00	$219,297.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$15,000.00	$25,551.00
Distance Learning Program	$209,550.00	$711,704.00
Pupil Learning Loss	$200,000.00	$333,625.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$424,550.00	$1,070,880.00

Local Control 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	Dr. Tiffany Morse Superintendent	tmorse@ojaiusd.org (805) 640-4300

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

1.The Ojai Unified Community

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

2. District

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

schools, ranging from 318 students to 134 students. The middle school has 499 students and the one comprehensive high school has 755 students. The continuation high school has had a flat enrollment of between 50 and 60 students for the last 20 years. Summit School, a newly created non-classroom based program for TK/K-12th grades, and newly accredited by WASC, has an enrollment of 113 students. The elementary schools are spread geographically throughout the Ojai Valley. The middle school, high school, and continuation high school are centrally located in Ojai. According to the 2020 CA School Dashboard, the district low income enrollment is 48.2%; the district's English Learner enrollment is small at 9.5%, and Foster Youth enrollment is very small at 1%. The district has faced declining enrollment since 1998. This has been due to recession, increased housing costs, and a countywide low birth rate. In the 1997-98 school year, the district had a high enrollment of 4,172. The enrollment has dwindled to 2,327 as of October, 2020. Ojai Unified has had to make difficult choices in reducing personnel, reviewing programs, and repairing facilities in order to be financially sound.

Reflections: Successes

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

In order to describe the successes and progress, one must look first at the CA School Dashboard. The 2021 Dashboard did require the district to complete the self-reflections for each of the local indicators: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1) Implementation of State Standards (Priority 2), Parent and Family Engagement (Priority 3), School Climate (Priority 6) and Access to a Board Course of Study (Priority 7). Based on the overall analysis of the 2019-20 LCAP and the Learning Continuity Plan, Ojai Unified's successes were found in all of the above indicators; however, the most significant success was, despite the ongoing health crisis, parent and family engagement. It was a critical component of the LCAP planning process and was robust and productive. Local stakeholders possessed valuable perspectives and insights about Ojai Unified School District's programs and services; the district incorporated these perspectives and insights in order to identify goals and potential actions to be included in the 2021-22 LCAP.   An additional success of which the district is most proud has been our outreach to families especially low income, English learner, and foster youth. An after school elementary daycare was initiated at each of our four sites. The district, in response to overwhelming need after March 13, 2020, created a Family Fund, managed by the district Public Information Officer/Homeless Liaison. This fund is ongoing. The fund began with the creation of a Help form to meet ongoing physical and safety needs. Many students and families accessed the Help form when needed and have continued to access the Help form during the 2020-21 school year. Additionally the district provided counseling for those students who had not made adequate progress on virtual assignments. The district also provided mental health support by appointment for all students and families and especially for those unduplicated students. Our homeless/foster youth liaison was responsible for continual outreach to families for food, transportation, and other critical needs. She continued to monitor the Help form for families to access resources. Her outreach to families proved to be invaluable and will continue in the 2021-22 school year. Other staff provided technology support, student mental health support, and family counseling sessions. Beginning on August 3, 2020, the superintendent conducted over thirty townhall meetings by the end of the first semester. Based on the Dashboard local indicators and self-reflection, each local indicator for state priorities 2, 3, 6, and 7 will show 'met' when the CA Dashboard is publicly available next fall. The success from the LCP and previous LCAP will be included in year 1 of the 2021-2024 plan through continued efforts in Goal 1 (Priorities 3 and 6) and Goal 2 (Priorities 2 and 7). The district will continue SEL services to both students and families to further enhance the effectiveness of Ojai Unified'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 2021-22 school year by making climate and culture a high priority and by communicating regularly with all stakeholders.

Reflections: Identified Need

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

Because of the pandemic's impact on physical and mental health coupled with emotional well being, climate, culture, engagement and wellness will be a significant need. School closures and social isolation affected all students and families; anecdotal evidence and the constant use of the Help form highlighted the mental health crisis. School closures had a very real impact on all students, but especially on the most vulnerable ones who are more likely to face additional barriers. Because of that, Ojai Unified will add a new action to the LCAP, one that addresses diversity, equity, and inclusion. Also part of the engagement piece will be a more targeted action encompassing family communication and outreach. In addition, the pandemic's impact on student learning cannot be overstated. The district's analysis also showed the need to continue with a focus on academic achievement for ALL students especially low income, English learners, foster youth and students with disabilities. Learning loss mitigation and skill development will be an important component and a high priority in the 2021-22 LCAP. The district will continue with tiers of academic support and early literacy. Also professional development will be enhanced to reflect research-based strategies and data driven instruction. Access to technology will also continue to be a priority. Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. The 2019 Dashboard, however, showed that many student groups were in the "red" or "orange" category in academic achievement. Because of the disruptions for students, families, and staff, it is almost certain that the district will experience wide variance among student groups in English Language Arts and Mathematics. Mental health support and engagement will also be critical for those students who found it difficult because of the isolation of the pandemic. Learning loss mitigation, skill development and student engagement will be major themes in 2021-22 and beyond. The district's two broad goals will highlight eight state priorities. Goal 1: Priority 3 (Parent Involvement), 6 (School Climate), and 5 (Pupil Engagement), 8 (Other Pupil Outcomes); Goal 2: Priority 1 (Basic), 2 (Implementation of State Standards), 4 (Pupil Achievement), 7 (Course Access). These broad goals are areas of need for Ojai Unified.

LCAP Highlights

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

The district was engaged in strategic planning that was comprehensive, and this connected budgetary decisions to teaching and learning performance data. The 2021-22 LCAP reflects decisions made through meaningful stakeholder engagement. The document serves as an important accountability function because aspects of the LCAP require Ojai Unified School District to show that we have complied with various requirements specified in the LCFF statutes and regulations. The district will annually review and update the LCAP to reflect progress toward the two broad goals. These goals are key features of the LCAP.

Based on the analysis, input, and participation from the Ojai Unified stakeholders, the 2021-2024 LCAP will focus on broad goals aligned to student engagement, climate, and mental health, coupled with academic achievement. At its most basic, the adopted LCAP will attempt to

distill what Ojai Unified is planning:
Parent and student engagement under the umbrella of school climate and culture will continue to be a dominant theme. In the cognitive domain, the district will focus on mitigating learning loss and will look for growth in the academic area for the five significant student groups in Ojai Unified School District.

In developing the LCAP annually, the Ojai Unified School District measures its progress in meeting the specific requirements. LCFF priorities also include the review of Local Indicators measured through self-reflection. The 2021-2022 LCAP Goals include metrics that will show 'met' when the CA Dashboard opens to the public in the fall of 2021. "Met" indicates that the district completed a reflection for each state's priorities aligned to the local indicators. The CA Dashboard will indicate each reflection in its entirety on the public website. Failure to complete the reflection will result in a 'not met' on the dashboard. The district dashboard will show 'met' and will use the information to support the actions & services addressing the conditions of learning, pupil outcomes, and engagement. Local Indicators address the following state priorities- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1), Implementation of State Academic Standards (LCFF Priority 2), Parent and Family Engagement (LCFF Priority 3), School Climate (LCFF Priority 6), and Access to a Broad Course of Study (LCFF Priority 7) For more information on Local Indicators https://www.caschooldashboard.org/about/faq, To view our district local indicators, please visit https://www.caschooldashboard.org/

Comprehensive Support and Improvement

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

Schools Identified

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

NA

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Ojai Unified School District values feedback from all stakeholders. The meaningful engagement process used by Ojai Unified to involve stakeholders in the development of the LCAP, included meeting our obligation to consult with all statutorily required stakeholder groups: Education Code 52060 (g).   In fact, one of the 2020-21 Board Goals was "Reflecting Community Values." The goal says, "We will reflect our community's values and create processes that meaningfully engage feedback, support and participation from our stakeholders." Feedback was solicited throughout the school year to ensure stakeholder input was incorporated into the LCAP for 2021-22. Stakeholder engagement actually began in the summer of 2020, and continued during the 2020-21 school year. The district stakeholder engagement was an important component of school planning and improvement especially in the context and uncertainty of the pandemic. The district consulted with teachers, principals, administrators, other school staff, bargaining units, community members, Ventura County Special Education Local Plan Area (SELPA), individual parents, groups of parents, families, students (Student Advisory Council), coalitions, and the Parent Advisory Committee, in order to compile ideas, thoughts, and concerns. The superintendent held over 30 town hall meetings beginning on July 9, 2020, and continued during the first semester. District leadership held at least six more town halls in March to review the reopening guidelines for the final quarter. The town halls served to inform, to clarify, to answer questions, and, most importantly, to gather input from families. Engagement with the community on social media increased by over 15% The District also promoted stakeholder engagement with several options that allowed remote participation in site meetings such as school site councils, district town halls, forums, public hearings and local governing board meetings. Once again this included efforts to reach pupils, families, educators, and other stakeholders who did not have internet access, or who spoke languages other than English.   All virtual meetings were held via teleconferencing and accessible telephonically or otherwise electronically to all members of the public seeking to observe or to address the facilitator. Meetings were accessed by Zoom, on the internet, on social media (Facebook, Twitter, Instagram), or on a mobile device. To encourage community involvement in the schools, Board meetings provided opportunities for questions and comments by members of the public. All meetings were conducted in accordance with law and the Board's bylaws, policies, and administrative regulations. At least 72 hours prior to a regular meeting, the agenda was posted at one or more locations freely accessible to members of the public and on the district's web site. Because of the pandemic, Ojai Unified began to live stream meetings and post the link on the District website on how to access and view meetings. The district also took care to notify members of the public regarding opportunities to provide written comments to the Plan. Comments were read aloud when the agenda item specified on the request was considered. Also the district solicited recommendations and comments from members of the public regarding the Plan. At the December Board meeting, the superintendent presented an update of the District's work in the areas of diversity, equity and inclusion. She mentioned that every decision was made with an empathetic approach and the work was enhanced by the work of the Guiding Coalition - Inclusive Culture group. She highlighted the subcommittees work as they focused on areas of equity-driven student support, social emotional health, curriculum, professional learning, policies, strategic planning and community engagement and partnerships which provided information to the greater community. This was a need expressed by many parents. The superintendent consulted several times with a group of parents keeping them apprised of District actions, decisions, and other pertinent topics. A strong indicator of meaningful engagement were the many community partnerships that were formed in 2020-21. Ojai Unified was the recipient of donations and grants, bikes, helmets and bike locks, a clothing closet, and donations of school supplies. This was made possible by over 25 community partnerships. All of this meaningful stakeholder engagement was linked to more informed decision-making and greater trust among various groups. Based on all stakeholder input, Ojai Unified School District made the decision as to what

instructional models and programs were possible in the 2021-22 school year and determined the greatest extent of that possibility in light of the district's individual circumstances, subject to some legal limitations, the Department of Public Health, and the Governor's orders. This was an incredibly complex decision, which required the balancing of educational needs against health and safety concerns, all within the context of an ongoing public health and economic calamity. This balancing act, as evidenced by the numerous public comments during board meetings, clearly involved an exercise of discretion. On May 5, the Superintendent met with the Parent Advisory Committee that included representation from low income families, foster youth and English learner families, as required by statute [Education Code 52063 (a)(1)] to advise, review and discuss the draft of the LCAP. The level of meaningful engagement was high. This group identified the following items as focus areas to consider in the future: "Engage to Impact" for students and parent training and parent focus groups. No written comments were required on the part of the superintendent; however, the superintendent received several more suggestions by email after the virtual meeting. On June 16, a public hearing was held for both the budget and the LCAP. On June 21, the LCAP, the LCFF Budget Overview for Parents, and the budget was approved by the Governing Board.

A summary of the feedback provided by specific stakeholder groups.

Feedback from all stakeholder groups centered around the following themes:

Ensure safety/welfare of staff and students during the pandemic (physical safety, internet safety, and mental health); look at egress and ingress including push bars on gates

Address learning loss and skill development

Offer a summer program

Know how various student groups are progressing academically

Provide ways for students to engage such as enrichment or off campus field trips

Offer continued mental health services including outside speakers or schoolwide assemblies; provide access to resources to get help

Address physical health; encouraging outdoor time such as brain breaks

Address concerns about amount of screen time and help students with digital addiction

Look for new approaches to teaching students with disabilities

Ensure equity for all students and families

Focus on our most vulnerable students in planning and implementation

Train staff in various areas including Professional Learning Communities and SEL

Offer a peer assistance program for social emotional learning (Student Advisory Council)

Offer a mental health CTE pathway which might include internships and classes that reflect social emotional learning

Restart the Guiding Coalitions: environmental stewardship, wellness, creativity, and creating an inclusive culture

Return to school five days a week; provide a balance of technology with "paper pencil" activities

Provide consistent and transparent communication including those who speak a language other than English

Offer "Engage to Impact" for students (Parent Advisory Committee)

Provide parent training (Parent Advisory Committee)

Initiate parent focus groups (Parent Advisory Committee)

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The stakeholder engagement process influenced the development of the LCAP in varied and diverse ways. Almost all of the stakeholder feedback fell into two categories: the affective domain and the cognitive domain. Ojai Unified School District determined that the broad goals in the LCAP would be student engagement, climate and physical/mental health coupled with academics. In addition to the required state metrics, the district included one local metric:"Communication with parents"

Also, because stakeholder input indicated a need for knowing how various student groups were progressing academically, Ojai Unified will now include additional CAASPP metrics broken out by student group. The district included many actions which will contribute to increased or improved services for unduplicated students. The district also will continue a focus on student health in this year's LCAP as one action by combining mental and physical health of students. The district also included a separate action for creating an inclusive culture, which has been and continues to be an important concept in Ojai Unified. The district will prioritize the following ideas in the LCAP:

Continue a robust mental health program

Continue GoGuardian and GoGuardian Parent, a web filtering system

Provide ways for students to engage

Continue an intervention program for students in need of remediation, support, or skill development

Provide a myriad of professional development opportunities for staff

Offer a summer program

Research approaches to improve outcomes for students with disabilities

Offer program choice to parents upon the eventual return of students to an in-person model

Focus on our most vulnerable students in planning and implementation

Create a CTE pathway for mental health

Focus on the "Diversity, Equity, Inclusion" branch of the Four Guiding Coalitions

Of course, these ideas and requests will depend on budgetary resources available.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This broad goal partially reflects four of the 2020-21 Board Goals: Whole Child "We will focus on a comprehensive approach to the overall social, emotional, mental and physical health of students"; Equity "We will ensure that gender, ethnic origin, family or economic background, are not obstacles to achieving educational potential"; Facilities "Our facilities will be safe, aesthetically pleasing, and will reflect a positive learning environment for students, staff and community members" ; and Innovation "We will create innovative learning environments for students, teachers, and all Ojai Unified School District staff". In the District's work in the areas of diversity, equity and inclusion, there is great need to ensure that every decision is made with an empathetic approach. This work is enhanced by the work of the Guiding Coalition - Inclusive Culture group. The actions and metrics grouped together will help achieve the goal. Research shows that a learning climate that elicits positive emotional experiences promotes increased engagement in school. If safety, physical and mental health are not present, then students have difficulty in being involved in their learning. All families and students need to feel welcomed in the school environment. Students who feel welcomed by a positive school climate have better attendance, better behavior and, as a result, will have increased academic outcomes. The metrics for Goal 1 will capture this comprehensive approach.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District-wide attendance rate using P2. (CALPADS)	95% (2020)				Maintain at 95%
Middle school drop out rate (DataQuest)	0 students (CALPADS 2018-19 SY)				Maintain at 0 students
High school drop out rate (CALPADS)	.02% (2018-19 SY)				Maintain at less than 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspensions (Dashboard)	3.6% (2019)				Decrease from 3.6%
Expulsions (Data Quest)	0 (2019-20				Maintain at 0 expulsions
Chronic absentees (Data Quest)	11.2% (2018-19)				A decrease from 11.2% in districtwide chronic absentees
Chronic absenteeism grades K-8 (Dashboard)	9.3% (2018-19)				A decrease from 9.3% in K-8 chronic absentees
Chronic absenteeism grades 9-12 (DataQuest)	10.7% (2018-19)				A decrease from 10.7% in high school chronic absentees
School Climate Index (California Healthy Kids Survey)	308/500 (2020) Matilija 303/500 (2020) Nordhoff				Reasonable growth from baseline of 308 (MMS) and 303 (NHS) on the School Climate Index
Communication with parents (Local)	At least once per week				Maintain at lease once per week
School Facilities in "Good Repair" (CDE Facility Inspection Tool)	Good Repair				Maintain at "Good Repair"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Healthy Fitness Zones in all six areas (Physical Fitness Test*, Data Quest)	2018-19: 5th grade: 41.2% 7th grade: 38.6% 9th grade: 49.2%				Increase from 41.2%, 38.6%, 49.2% for 5th, 7th, and 9th grade bands respectively

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Communication and Outreach	Provide necessary outreach, services, and supplies to families/students in need including low income, homeless and foster youth. Create a new position of English Learner Student and Family Support Coordinator. Continue with GoGuardian Parent, a program to help keep families aware of their children's activity on school-issued devices and provide them with additional controls during out-of-school hours. Through the use of this app, the district hopes to encourage more open and honest conversations between families and children that will result in safer practices and responsible browsing habits. Ensure that Homeless/Foster Youth liaison has the time, knowledge,and resources to fully execute the responsibilities. Continue with both the Help form and the Family Fund as a source of assistance for families and students in need. Provide translation of all messages and documents delivered through the school system. Enhance communication in both Spanish and English and family access to information. Create processes that meaningfully engage and encourage feedback, support and participation from our stakeholders including the Parent Advisory Committee, the site parent groups, Ojai Educational Foundation, and the four guiding coalitions: Creativity and The Arts, Environmental Stewardship, Wellness, and a Culture of Inclusion.	$225,000.00	Yes
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. Begin planning for a classroom refresh project that will involve renovating elementary, middle, and high school classrooms. This will include new furniture, technology, wall coverings, lighting, cabinets, and other 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. Ensure that staff have access to PPE when	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		necessary. Implement components of the school safety audit where possible.		
3	Mental Health and Physical Health	Provide mental health support for all students but especially for low income and foster youth. This may include incentives to decrease unproductive behavior at all sites and counseling services for those students who have behavior issues resulting in suspensions. Begin family support groups facilitated by mental health clinician and marriage and family interns. Continue to train and implement Restorative Justice practices. Counselors, interns, or administrators will model community building circles at each site. Create a CTE pathway for mental health. Continue to prioritize bully prevention with training for both students and staff. This includes internet safety and digital citizenship. Continue to work collaboratively with school districts, farmers, and the community to get more nutritious, fresh, seasonal and local foods into school meals. Continue to staff a district nurse.	$200,000.00	Yes
4	Diversity, Equity and Inclusion	Continue the work of the Guiding Coalition with a strategic plan. Investigate the possibility of a dual enrollment ethnic studies class for college credit. Create an inclusive culture by continuing "A Place at the Table" for the community and students. The guiding coalition of diversity, equity and inclusion subcommittees will work to focus on areas of equity-driven student support, social emotional health, curriculum, professional learning, parent needs and feedback, policies, and community engagement and partnerships which provide information to the greater community.	$50,000.00	Yes
5	Student Engagement and School Climate	Promote opportunities to increase student engagement by offering a wide range of courses outside of the core and a robust athletics programs for our unduplicated students; Offer and refine CTE pathways at Nordhoff and create capstone activities in at least three pathways; Offer Introductory courses at Chaparral, and Exploratory	$700,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		courses at Matilija; Refine, promote and market flexible options for families including home school/independent and Matilija and Nordhoff online for TK-12. Increase positive school climate by emphasizing social and emotional learning (SEL) The district will continue with SEL curricula. Continue with the enrichment provided by Rock Tree Sky in our non-classroom based site, Summit School. At MMS initiate the BARR (Building Assets, Reducing Risks) program, which builds on students' strengths, proactively addresses the non-academic reasons why students may be falling behind in school and identifies what resources they need and steps they can take to thrive.		
6	Attendance	Provide transportation and promote opportunities and incentives to increase attendance rates. Provide counseling for those students who demonstrate attendance problems such as chronic absenteeism.		Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This broad goal partially reflects one of the 2020-21 Board Goals: Student Achievement "We will provide an environment where students make academic progress and each and every student will learn at high levels" The actions and metrics grouped together will help achieve that goal. The actions and services encompass the entire gamut of Ojai Unified School District from kindergarten to high school. Also, the metrics are generally specific to grades three through high school (with the exception of English learner progress). Research shows that high-quality, intensive early learning will have positive effects on cognitive development, school achievement and completion, especially for low-income children. The positive effects of a rich K-2 learning environment with an emphasis on early literacy will continue into adolescence and help improve student outcomes later in high school and beyond.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Distance from Standard (Dashboard)	18.4 points below (2019)				Reasonable growth toward meeting the grade-level standard
CAASPP math Distance from Standard	45.8 points below (2019)				Reasonable growth toward meeting the grade-level standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Dashboard)					
Student groups: CAASPP ELA Distance from Standard (Dashboard)	English Learner 69 points below Hispanic 55.3 points below Socioeconomically Disadvantaged 46.8 points below Students with Disabilities 96.5 points below White 2.7 points above (2019)				Reasonable growth toward meeting the grade-level standard
Student groups: CAASPP math Distance from Standard (Dashboard)	English Learner 84.3 points below Hispanic 79.3 points below Socioeconomically Disadvantaged 74.5 points below Students with Disabilities 123.1 points below				Reasonable growth toward meeting the grade-level standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White 26.1 points below (2019)				
AP pass rate (College Board)	69% passed with a score of 3 or higher (2018-19)				Increase from 69%
Graduates meeting UC/CSU requirements (DataQuest)	42.4% Ojai Unified 51.7% Nordhoff (2019-20)				Increase from 42.4% (Ojai Unified and from 51.7% (NHS)
Fully Credentialed Teachers and Appropriately Assigned (California Commission on Teacher Credentialing)	100%				Maintain at 100%
English Learner progress towards English Language Proficiency (ELP) as measured increasing one or more English Language Progress Indicator (ELPI) levels on the ELPAC (Dashboard)	50.9% (2019)				Increase from 50.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate (DataQuest)	7.8% (2018-19)				Increase from 7.8%
California Science Test Met/Exceeded the standard (CAASPP)	District: 32.68% Fifth grade: 27.85% Eighth grade: 29.98% Eleventh grade: 36.42% Twelfth grade: 32.51% (2020)				Reasonable growth toward meeting the standard
Sufficient Instructional Materials (Williams)	100%				Maintain at 100%
Highly qualified teachers with authorization to teach ELD. (Compliance, Monitoring, Intervention, and Sanctions)	100%				Maintain at 100%
College/Career Indicator Prepared (Dashboard)	48.7% (2019-20)				Increase from 48.7%
Graduation rate (Dashboard) Four-year Cohort Graduation Rate (DataQuest)	86.4% Ojai Unified (2019-20) 74.4% Chaparral (2019-20)				Increase from 86.4% (Ojai Unified)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	90.1% Nordhoff(2019-20) 86.8% Ojai Unified (2019-20)				
English Learners: CAASPP ELA Distance from Standard (Dashboard)	69 points below standard				Reasonable growth
English Learners: CAASPP math Distance from Standard (Dashboard)	84.3 points below standard				Reasonable growth
Access to a broad course of study (Dashboard, Local Indicator)	Standard Met				Maintain standard met

Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention, Remediation, Skill Development	Offer differentiated instruction and a multi-tiered system of supports in ELA and math before, during, and after school. Provide targeted assistance in college/career guidance and counseling to principally support English learners, foster youth, RFEP, and low income for	$700,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		those who are struggling academically. Mitigate learning loss by offering extended learning opportunities including a summer school program for four weeks in July for elementary, middle school and high school students who can choose either in-person, hybrid, or online options; by scaffolding the standards and focusing on priority standards; by using personalized and competency based learning methods; by identifying missed learning standards and content that are prerequisites to future learning; by focusing on skill development; and by ensuring that English Learners receive access to a full curriculum, rigorous coursework, and quality standards-based instruction that is interdisciplinary and leverages primary language instruction and scaffolding.		
2	Early literacy	Offer a four week extended learning program in July with two classes: a transitional kindergarten readiness program and a kindergarten readiness program. Continue with the focus on early literacy in primary grades especially targeting low income students and English learners. Monitor often with formative assessment, and utilize research-based reading interventions.	$175,000.00	Yes
3	Professional Development	Provide professional development to evaluate and ensure that teachers are systematically applying the techniques of data-driven instruction including: identifying essential standards in math and ELA and regularly using assessments covering those essential standards to guide collaboration, instruction and concrete feedback to students. Ensure that professional development is based on research that demonstrates the effectiveness in increasing students' English	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		proficiency or academic progress and substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills. Because of the widespread skill development needed due to the pandemic, ensure that staff development includes strategies to align lessons, activities, resources, and assessments to a standards-based level of thinking. Focus on Professional Learning Communities at all levels to develop program coherence. Work toward high quality instruction that is consistently implemented in every classroom in the district.		
4	Technology	Increase technology access for all students and families, especially low income, English learners, and foster youth. This will include device inventory, deployment, and replacement schedule in Tech Plan. Continue with the expansion of 1:1 devices for students. Continue the web filtering system, GoGuardian, to ensure that our students have more security when browsing online.	$600,000.00	Yes
5	Students with disabilities	Pilot a co-teaching model for our Students with Disabilities. This began in May 2021 with a training to ensure that all participants had a common understanding of the definition of effective co-teaching, to include what it is and is not. Emphasis was placed on developing roles and responsibilities for the co-taught classroom, and instructors used humor, stories and practical strategies to engage participants at their varying levels. The importance of differentiation, Universal Design for Learning, and Specially Designed Instruction was described, and tips were provided when co-teaching. Workshops were focused on specific disciplines or grade levels.	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.30%	1,969,338

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

For each action in the Local Control Accountability Plan (Goal 1: 1.1,1.3, 1.4, 1.5; Goal 2: 2.1, 2.2, 2.3, 2.4, 2.5) being provided to an entire school or in some cases our entire LEA, the emphasis was on serving the needs of foster youth, low-income students, and English learners; however, the actions were also about improving all structures that supported student learning and student engagement to achieve a common goal. The district concluded that when programs were either schoolwide or district wide, funds would help to maximize the impact. Adopting this strategy should result in an ongoing, comprehensive plan for social and emotional health and for academic progress that is owned by the entire school community. Ojai Unified School District believed in the premise that comprehensive reform strategies rather than separate, add-on services were most effective in creating a positive school climate and raising academic achievement for our foster youth, English learners, and low-income students. The efficacy of the actions that were specifically targeted for the unduplicated students often required that the entire school program or structure was refined or changed in both the affective domain and in the cognitive domain.

How could we improve our structures? How could we impact the school and district culture (Goal 1)? First, the district carefully analyzed the social-emotional needs of our unduplicated students by looking at past practice and outcomes including outreach to families, mental and physical health, equity, engagement, school climate and attendance. Most of these students lacked the many resources necessary for success in an educational environment. "... resources play a vital role in the success of an individual." (Payne, 2013) Students in these three groups did not perform as well as the "All" group in Physical Fitness Testing, Chronic Absenteeism, Suspensions and Drop Out Rates. Ojai Unified designed four out of five actions in Goal 1 to improve services for our unduplicated students. By improving our outreach to families in both quantity and quality, the district hoped to give students the support system required in times of need. The district created a new position of English Learner Student and Family Support Coordinator beginning in the 2021-22 school year. Ojai Unified believes in providing ongoing mental health support, engaging activities, and giving students the internal (emotional) and external (relationships and

role models) resources to deal with conflict, behavior, choices, and motivation. These actions should, hopefully, result in positive outcomes in areas such as engagement, mental and physical health, school climate, and attendance. The district believes that laying the foundation for a strong and positive district culture will have powerful effects on all students.

After analyzing the academic needs (Goal 2) of our low-income students, English learners, and foster youth, we discovered that the metrics were lower on CAASPP, graduation rate, AP Pass Rate, A-G Completion, and College and Career Indicator for these student groups than the metrics for the "All" students. In order to mitigate this lack of academic progress of our unduplicated students, we have designed all five actions in Goal 2 to address some of the major causes of poor progress in academics, including a multi tiered system of support, increased access to technology, a focus on early literacy, a summer school offering, and professional development that embraces PLCs and highlights strategies for working with students who are English learners, low-income or foster youth. This focus on student learning with a commitment to high expectations will benefit all students in the future.

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

In 2021-22 supplemental funds (Goal 1: 1.1,1.3, 1.4, 1.5; Goal 2: 2.1, 2.2, 2.3, 2.4, 2.5) in the Ojai Unified School District will be principally directed toward meeting the goals that the district has set for its low income pupils, foster youth, and English learners. The newly created position of English Learner Student and Family Support Coordinator beginning in the 2021-22 school year will significantly enhance the district's outreach to Spanish speaking families. The LEA is providing activities to promote physical and mental health, activities to keep students connected and engaged, targeted instruction, after-school academic support, additional counseling, and teacher professional development. The professional development will enhance teachers' knowledge of Professional Learning Communities and promote the usefulness of data to guide instruction especially strategies for our English learners, our foster youth, and our low income students. Ojai Unified will budget a significant amount to provide differentiated instruction and a multi-tiered system of supports (academic and behavioral) before, during, and after school to mitigate students' learning loss and to support student emotional needs including interventions for high risk students and for those students who are struggling. The LEA will continue to budget for services for those needy students. This will include access to technology. Research shows that academics are positively related to extracurricular participation. The district believes that student engagement and social emotional learning begins early. The district places a high priority on cultural literacy for students and staff. A new action, 1.4 will help students learn about each other and become more engaged in the school setting. In addition, the district will continue to offer programs such as athletics, CTE pathways, music, drama, and clubs.

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

The district determined efficacy based on the following supporting research and educational theory:

A New Look, A New Resolve (Marzano Research, June 2020)

Californians Together: English Learner Roadmap (2021)

Mora-Flores, Eugenia: Connecting Content and Language for English Language Learners (2020)

Hattie, John, Visible Learning (2009)

Sailor, Wayne, et al, Reconceptualizing Inclusive Education Through Multi-Tiered System of Support, Inclusion (2018)

"What Is A Professional Learning Community?" (Solution Tree)

Weissberg, R. P., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (Eds.). (2015). Social and emotional learning: Past, present, and future. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), Handbook of social and emotional learning: Research and practice (pp. 3-19). New York, NY, US: The Guilford Press.

Helping Educators Select High-Quality Programs: 2013 CASEL Guide: Effective Social and Emotional Learning Programs — Preschool and Elementary School Edition and the 2015 CASEL Guide: Effective Social and Emotional Learning Programs — Middle and High School Edition

Harnessing the Power of PLCs; DuFour, Richard; Educational Leadership, v71 n8 p30-35 May 2014

Freeman, Robert, "The Relationship Between Extracurricular Activities and Academic Achievement" (2017).

Self-study Guide for Implementing High School Academic Interventions (September 2016)

Skillful Data Analysis Can Improve Future Instruction (Marzano, December 2015)

From Pre-fab to personalized: How Districts Are Retooling Professional Development (January 2017)

Creating a Welcoming Environment: 4 Key tips for Administrators (June 2016)

California Healthy Kids Survey (WestEd)

Smarter Balanced Consortium

Improving Education for English Learners, CDE (2010)

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$2,800,000.00	$25,000.00	$90,000.00	$75,000.00	$2,990,000.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$2,140,000.00	$850,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Family Communication and Outreach	$225,000.00				$225,000.00
1	2	All	Safety		$25,000.00	$50,000.00	$25,000.00	$100,000.00
1	3	Foster Youth Low Income	Mental Health and Physical Health	$200,000.00				$200,000.00
1	4	English Learners Foster Youth Low Income	Diversity, Equity and Inclusion	$50,000.00				$50,000.00
1	5	English Learners Foster Youth Low Income	Student Engagement and School Climate	$700,000.00				$700,000.00
1	6	English Learners Foster Youth Low Income	Attendance					
2	1	English Learners Foster Youth Low Income	Intervention, Remediation, Skill Development	$700,000.00				$700,000.00
2	2	English Learners Low Income	Early literacy	$175,000.00				$175,000.00
2	3	English Learners Foster Youth Low Income	Professional Development	$150,000.00			$50,000.00	$200,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	Technology	$600,000.00				$600,000.00
2	5	Students with Disabilities	Students with disabilities			$40,000.00		$40,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$2,800,000.00	$2,850,000.00
LEA-wide Total:	$2,800,000.00	$2,850,000.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Family Communication and Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	$225,000.00	$225,000.00
1	3	Mental Health and Physical Health	LEA-wide	Foster Youth Low Income	All Schools	$200,000.00	$200,000.00
1	4	Diversity, Equity and Inclusion	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
1	5	Student Engagement and School Climate	LEA-wide	English Learners Foster Youth Low Income	All Schools	$700,000.00	$700,000.00
1	6	Attendance	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	1	Intervention, Remediation, Skill Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$700,000.00	$700,000.00
2	2	Early literacy	LEA-wide	English Learners Low Income	All Schools K-2	$175,000.00	$175,000.00
2	3	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	$200,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$600,000.00	$600,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

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

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

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

- o **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.

- o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.