

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Ojai Unified School District Contact: Dr. Henry S. Bangser, Superintendent, [\(hbangser@ojaiusd.org\)](mailto:hbangser@ojaiusd.org), (805) 640-4300 LCAP Year: 2014-15

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 valley, with a population of 30,000 people, includes the City of Ojai, and the communities of Upper Ojai, Meiners Oaks, and Mira Monte. Varied socio-economic levels clearly are reflected throughout the Ojai Valley. The vast majority of homes within the school boundaries reflect middle-income status; however, here are pockets of affluence – and pockets of poverty. The community has three low-income housing projects and these are located in Ojai and the Meiners Oaks area.

2. District

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

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

Students who are eligible for Free and Reduced-Price Lunch include 44.36% of elementary, 45.15% of junior high, and 45.86% of high school students. The district low income is 45.00%. The district's English Learner enrollment is 14%, and Foster Youth enrollment is very small at .004%.

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 2,701 students in 2013-14. It is the only district in Ventura County facing this problem. OUSD has had to make difficult choices in reducing personnel and reviewing programs to be financially sound.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Gathering of input began in March and was on-going. Presentation to the Board of Education was made on March 11, 2014. As part of the board presentation, the superintendent notified members of the public of the opportunity to submit written comments. Online surveys were generated for students, parents, and staff during March and April, 2014. A community online survey was available in April/May. The superintendent met with staff informing and gathering input: A Place to Grow-April 16; Chaparral High School-March 13; Matilija Junior High-March 19; Meiners Oaks Elementary-March 26; Mira Monte Elementary-March 26; Nordhoff High School-March 11; San Antonio Elementary-March 20; Summit Elementary-April 16; Topa Topa Elementary-March 19. The superintendent met with parent groups (PTA/ PTA, Parent Assoc.)informing and gathering input: Matilija Junior High-March 13; Meiners Oaks-April 9; Mira Monte-March 18; Nordhoff-March 18; San Antonio-March 20; Summit-March 20; Topa Topa-March 18. One of the LCAP district representatives met with the English Learner Parent Advisory on April 7, 2014. LCAP information was placed on the district website in April, 2014. All parents were informed of the link to LCAP information through phone dialer and an email. All stakeholders were consulted including teachers, principals administrators, local bargaining units, community members, parents, and students beginning in March. A district representative met with Parent Advisory Committee, English Learner Parent Advisory and other stakeholders for more input on April 16, 2014 and May 19, 2014. The superintendent presented a draft LCAP to Parent Advisory Committee/ EL Parent Advisory on May 29, 2014 for review and comment. The superintendent responded in writing to comments made by the Parent/English Learner Advisory Committee. The superintendent notified the public of the opportunity to submit written comments beginning on May 29, 2014. The governing board held a public hearing on June 3, 2014. The governing board adopted the LCAP on June 24, 2014.</p>	<p>Gathering Input from Multiple Sources Groups varied in structure, from small focus groups generating ideas about conditions of learning, to larger groups looking at prioritizing needs, services, and actions.</p> <p>Survey and Budget Tools Online surveys were publicized and given to students, parents, staff, and the community.</p> <p>Top Priorities Input from the community and stakeholders yielded several themes: Readiness for either college or a vocation Mental and physical well-being Communication Safe and updated facilities Restoration of the instructional calendar Smaller class sizes Parent involvement Suggestions and ideas were compiled to include five major goals in the LCAP over the next three years:</p> <ol style="list-style-type: none">1. Increase student achievement in ELA, math, and literacy preparing students to be college and career ready.2. Create safe and welcoming learning environments where students attend and are connected to school.3. Provide students with the instructional materials, quality teachers, and appropriate facilities that promote an excellent educational program.4. Engage parents and families to support student success in school.5. Promote student emotional and physical well-being. <p>The Parent and EL Advisory Committees reviewed and commented on the plan. They identified the following items as focus areas to consider in the future: class size reduction and a restoration of the</p>

	school calendar.
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Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?

- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?
- 12)

Identified Need and Metric <i>(What needs have been identified and what metrics are used to measure progress?)</i>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities <i>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</i>
	Description of Goal	Applicable Pupil Subgroup(s) <i>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</i>	School(s) Affected <i>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</i>		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Increased student achievement and increased college and career readiness Metrics: CAHSEE pass rate; ELA and math proficiency measured by local assessment or CAASPP; CELDT; Graduation rate; A-G completion rate; AP completion rate; API; CCSS Implementation; CTE;	1. Increase student achievement in ELA, math, and literacy while preparing students to be college and career ready	All students including subgroups (Students with Disabilities, Hispanic/Latino, Low Income, English Learner, Foster Youth)	All schools		Students will increase pass rate on CAHSEE by 5% over three years. Establish math and ELA proficiency baselines as measured by the CAASPP. Reclassification of English Learners to Fluent English Proficient will increase by 2%.	Students will increase pass rate on CAHSEE by 5% over three years. Establish math and ELA proficiency baselines as measured by the CAASPP. Reclassification of English Learners to Fluent English Proficient will increase by 2%.	Students will increase pass rate on CAHSEE by 5% over three years. Establish math and ELA proficiency baselines as measured by the CAASPP. Reclassification of English Learners to Fluent English Proficient will increase by 2%.	#4 Student Achievement #2 Implementation of CCSS #5 Student Engagement #7 Course Access

AMAO2; Reclassification rate;EAP completion					Increase graduation rate by 2%. Increase A-G completion by 3%. Increase AP enrollment by 2%. Show growth in API of one point. Implement benchmarks from SBAC to assess CCSS. Increase enrollment in ROP by 1%. Meet both AMAO 2 targets. Increase participation in the EAP by 2%.	Increase graduation rate by 2%. Increase A-G completion by 3%. Increase AP enrollment by 2%. Show growth in API of one point. Implement benchmarks from SBAC to assess CCSS. Increase enrollment in ROP by 1%. Meet both AMAO 2 targets. Increase participation in the EAP by 2%.	Increase graduation rate by 2%. Increase A-G completion by 3%. Increase AP enrollment by 2%. Show growth in API of one point. Implement benchmarks from SBAC to assess CCSS. Increase enrollment in ROP by 1%. Meet both AMAO 2 targets. Increase participation in the EAP by 2%.	
Need: Students to attend school daily and maintain good behavior Metrics: Attendance rate; Suspension/expulsion rate; Survey results; chronic absenteeism; junior high and high school drop out rates	2. Create safe and welcome learning environments where students attend and are connected to school	All students including subgroups (Students with Disabilities, Hispanic/Latino, Low Income, English Learner, Foster Youth)	All schools		Increase district-wide attendance rate to 94%. Decrease suspension rate by .1% Increase school connectedness as measured by district survey by 2%. Decrease junior high drop out rate by 1%. Decrease high school drop out rate by 1%.	Increase district-wide attendance rate to 95%. Decrease suspension rate by .1% Increase school connectedness as measured by district survey by 2%. Decrease junior high drop out rate by 1%. Decrease high school drop out rate by 1%.	Increase district-wide attendance rate to 96%. Decrease suspension rate by .1% Increase school connectedness as measured by district survey by 2%. Decrease junior high drop out rate by 1%. Decrease high school drop out rate by 1%.	#6 School Climate #5 Student Engagement

					Decrease chronic absenteeism by .5%.	Decrease chronic absenteeism by .5%.	Decrease chronic absenteeism by .5%.	
Need: District to provide all the tools for students to be successful Metrics: Williams Compliance Report; Facility Inspection Tool; Equitable Distribution Monitoring	3. Provide students with the instructional materials, quality teachers, and appropriate facilities that will promote an excellent educational program.	All students including subgroups (Students with Disabilities, Hispanic/Latino, Low Income, English Learner, Foster Youth)	All schools		All students will have sufficient textbooks. All teachers will be HQT based on CMIS. All sites will be inspected annually and deficiencies corrected.	All students will have sufficient textbooks. All teachers will be HQT based on CMIS. All sites will be inspected annually and deficiencies corrected. .	All students will have sufficient textbooks. All teachers will be HQT based on CMIS. All sites will be inspected annually and deficiencies corrected. .	#1 Basic Services #2 Implementation of CCSS
Need: Consistent communication with parents/guardians Increased parent education on Common Core State Standards, LCFF/LCAP, Program Improvement, ELD standards, and other programs Build parent capacity Metrics: Surveys; Academic achievement, Attendance rate; Graduation rate; parent input; parent participation	4. Engage parents and families to support student success in school.	All students including subgroups (Students with Disabilities, Hispanic/Latino, Low Income, English Learner, Foster Youth)	All schools		Attendance at parent conferences will increase by 2%. Sites will communicate with parents at least once per month. Increase parent input and participation as measured by an annual survey, which will show an increase of responders by 2%.	Attendance at parent conferences will increase by 2%. Sites will communicate with parents at least once per month. Increase parent input and participation as measured by an annual survey, which will show an increase of responders by 2%.	Attendance at parent conferences will increase by 2%. Sites will communicate with parents at least once per month. Increase parent input and participation as measured by an annual survey, which will show an increase of responders by 2%.	#3 Parental Involvement #2 Implementation of CCSS

Need: Encourage a healthy lifestyle among students Metrics: Surveys, Academic Achievement, Enrollment in physical education, athletics, health education; referrals to psychological and counseling services; Physical Fitness tests	5. Promote student emotional and physical well-being	All students including subgroups (Students with Disabilities, Hispanic/Latino, Low Income, English Learner, Foster Youth)	All schools		Incidents of bullying will decrease by 2%. Involvement in athletics will increase by 1%. PFT will show an increase of 2%. Track mental health counseling referrals. Healthy food choices provided by Nutrition Services.	Incidents of bullying will decrease by 2%. Involvement in athletics will increase by 1%. PFT will show an increase of 2%. Track mental health counseling referrals. Healthy food choices provided by Nutrition Services	Incidents of bullying will decrease by 2%. Involvement in athletics will increase by 1%. PFT will show an increase of 2%. Track mental health counseling referrals. Healthy food choices provided by Nutrition Services	#8 Other Student Outcomes: Wellness
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Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school- wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1.1	#4 Student Achievement #2 Implementation of CCSS	Establish a structure and culture for continuous improvement by implementing best practices through the professional development of teachers and staff	District-wide		One Professional Development Day \$50,000 (unrestricted general fund teacher salaries)	Two Professional Development Days \$100,000 (unrestricted general fund teacher salaries)	Two Professional Development Days-\$100,000 (unrestricted general fund teacher salaries)
1.2	#4 Student Achievement; #1 Basic Services #2 Implementation of CCSS	Recruit and retain highly trained staff	District-wide		BTSA/Induction \$6,700 (unrestricted general fund teacher salary)	BTSA/Induction \$6,700 (unrestricted general fund teacher salary)	BTSA/Induction \$6,700 (unrestricted general fund teacher salary)
1.3	#4 Student Achievement #2 Implementation of CCSS #1 Basic Services	Ensure access to CCSS-aligned instructional materials including digital materials with embedded assessments	District-wide		Supplemental Instructional Materials \$60,000 (General Fund/Restricted CCSS)	Textbooks/supplemental Instructional Materials \$80,000 (General Fund/Restricted CCSS)	CCSS aligned textbooks/instructional materials \$80,000 (General Fund/Restricted Lottery)
1.4	#4 Student achievement	Provide academic and career counseling to support students	High school		Counselors \$73,716 1.13 FTE (General fund) College/Career Specialist \$4,500 .17 FTE (General fund, classified support)	Counselors \$73,716 1.13 FTE (General fund) College/Career Specialist \$4,500 .17 FTE (General fund, classified support)	Counselors \$73,716 1.13 FTE (General fund) College/Career Specialist \$4,500 .17 FTE (General fund, classified support)

1.5	#4 Student Achievement	Provide a variety of learning supports and increase expanded learning opportunities including differentiated instruction, and interventions before, during, and after school for all students as needed.	District-wide		Intervention Teachers \$56,438 (Unrestricted general fund, hourly certificated) Instructional Assistants \$10,500 (Unrestricted general fund) Special education staff \$455,000 8.2 FTE (Restricted general fund, certificated) IASE \$395,000 15.13 FTE (Restricted general fund, classified)	Intervention Teachers \$56,438 (Unrestricted general fund, hourly certificated) Instructional Assistants \$10,500 (Unrestricted general fund) Special education staff \$455,000 8.2 FTE (Restricted general fund, certificated) IASE \$395,000 15.13 FTE (Restricted general fund, classified)	Intervention Teachers \$56,438 (Unrestricted general fund, hourly certificated) Instructional Assistants \$10,500 (Unrestricted general fund) Special education staff \$455,000 8.2 FTE (Restricted general fund, certificated) IASE \$395,000 15.13 FTE (Restricted general fund, classified)
1.6	#4 Student Achievement	Develop an infrastructure for ongoing analysis of student performance and progress	District-wide		Teacher release time, minimum 2 times/year \$100/day sub pay (Unrestricted general fund)	Teacher release time, minimum 2 times/year \$100/day sub pay (Unrestricted general fund)	Teacher release time, minimum 2 times/year \$100/day sub pay (Unrestricted general fund)
1.7	#4 Student Achievement #7 Course Access	Establish courses that ensure students are on a pathway to be college and career ready.	Junior high and high school		Administrators review master schedule \$423,000 4.6 FTE (Unrestricted general fund, principal salary)	Administrators review master schedule \$423,000 4.6 FTE (Unrestricted general fund, principal salary)	Administrators review master schedule \$423,000 4.6 FTE (Unrestricted general fund, principal salary)
1.8	#4 Student Achievement	Promote the use of instructional technology for project-based learning	District-wide		Apply for grants for hardware such as whiteboards No cost	Apply for grants for hardware No cost	Apply for grants for hardware No cost
1.9	#4 Student Achievement	Identify strategies and programs that enhance 21 st century skills	District-wide		Visit neighboring districts No Cost Part of administration cost	Teacher release time Minimum 2 times/year \$100/day sub pay (Unrestricted general fund)	Teacher release time Minimum 2 times/year \$100/day sub pay (Unrestricted general fund)

1.10	#4 Student Achievement #2 Implementation of CCSS	Deliver a rigorous and relevant curriculum aligned to the core content standards, including visual and performing arts, taught through 21 st century learning skills.	District-wide		Review Tech Plan with all staff \$100/day sub pay (Unrestricted general fund) Inventory computer hardware \$109,000 2.0 FTE (Unrestricted general fund classified network technician) Librarians/media tech \$81,000 2.56 FTE (Unrestricted general fund classified support library)	Review Tech Plan with all staff \$100/day sub pay (Unrestricted general fund) Inventory computer hardware \$109,000 2.0 FTE (Unrestricted general fund classified network technician) Librarians/media tech \$81,000 2.56 FTE (Unrestricted general fund classified support library)	Review Tech Plan with all staff \$100/day sub pay (Unrestricted general fund) Inventory computer hardware \$109,000 2.0 FTE (Unrestricted general fund classified network technician) Librarians/media tech \$81,000 2.56 FTE (Unrestricted general fund classified support library)
1.11	#3 Parental involvement	Provide parent and student orientations and trainings on responsible digital citizenship and internet safety	District-wide		Administer Digital Coursework No cost Part of the instructional day/during parent meetings	Administer Digital Coursework No cost Part of the instructional day/during parent meetings	Administer Digital Coursework No cost Part of the instructional day/during parent meetings
2.1	#6 School Climate #5 Student Engagement #1 Basic Services	Provide clean, well-maintained learning environment	District-wide		Maintain custodians \$281,000 7.75 FTE (Unrestricted general fund classified support)	Maintain custodians \$281,000 7.75 FTE (Unrestricted general fund classified support)	Maintain custodians \$281,000 7.75 FTE (Unrestricted general fund classified support)
2.2	#6 School Climate #5 Student Engagement	Provide varied opportunities for students to become interested in school and learning through activities, project based learning, extended extracurricular, and expanded learning	District-wide		Professional Development for teachers \$10,000 \$100/day sub pay (Unrestricted general fund)	Professional Development for teachers \$10,000 \$100/day sub pay (Unrestricted general fund)	Professional Development for teachers \$10,000 \$100/day sub pay (Unrestricted general fund)

		involvement.					
2.3	#1 Basic Services	Implement a district-wide plan to support the knowledge and training of all stakeholders to ensure safe work and school environments	District-wide		Monitor implementation of school safety plans No Cost Part of administration cost	Monitor implementation of school safety plans No Cost Part of administration cost	Monitor implementation of school safety plans No Cost Part of administration cost
2.4	#5 Student Engagement	Promote opportunities and incentives to increase attendance rates at all school sites.	District-wide		Saturday school \$2,000 (Unrestricted general fund teacher hour) SARB \$6,500 (Unrestricted general fund district attorney services)	Saturday school (Unrestricted general fund teacher hour) SARB \$6,500 (Unrestricted general fund district attorney services)	Saturday school (Unrestricted general fund teacher hour) SARB \$6,500 (Unrestricted general fund district attorney services)
2.5	#6 School Climate #5 Student Engagement	Provide bullying prevention training.	District wide		Olweus Bully Prevention \$3,000 (Unrestricted general fund services)	Olweus Bully Prevention \$3,000 (Unrestricted general fund services)	Olweus Bully Prevention \$3,000 (Unrestricted general fund services)
3.1	#1 Basic Services	Provide clean, well-maintained learning environments	District-wide		Maintenance and grounds \$197,000 4.0 FTE (Unrestricted general fund classified support)	Maintenance and grounds \$197,000 4.0 FTE (Unrestricted general fund classified support)	Maintenance and grounds \$197,000 4.0 FTE (Unrestricted general fund classified support)
3.2	#1 Basic Services #2 Implementation of CCSS	Provide CCSS-aligned instructional materials for every student	District-wide		Bridge materials for ELA and math \$20,000 (Restricted general fund CCSS, instructional materials)	Textbooks/instructional materials \$20,000 (General Fund/Restricted Lottery)	Textbooks/instructional materials \$50,000 (General Fund/Restricted Lottery)
4.1	#3 Parental Involvement	Provide opportunities for parents to participate in site/district activities that increase skills as partners in education	District-wide		Child care \$400 (Unrestricted general fund, services)	Child care \$400 (Unrestricted general fund, services)	Child care \$400 (Unrestricted general fund, services)

4.2	#3 Parental Involvement	Communicate regularly with parent/guardians through website, phone outreach, mailings and meetings.	District-wide		Printing \$8,000 Connect Ed \$2,500 Translation \$5000 (Unrestricted general fund services)	Printing \$8,000 Connect Ed \$2,500 Translation \$5000 (Unrestricted general fund services)	Printing \$8,000 Connect Ed \$2,500 Translation \$5000 (Unrestricted general fund services)
4.3	#5 Student Engagement #6 School Climate	Plan and promote activities that highlight student successes.	District-wide		Communication and publicity costs \$2,500 (Unrestricted general fund services)	Communication and publicity costs \$2,500 (Unrestricted general fund services)	Communication and publicity costs \$2,500 (Unrestricted general fund services)
5.1	#8 Other student Outcomes: Wellness	Provide mental and physical health support	District-wide		Mental health clinician \$34,000 .47 FTE (Restricted general health classified support mental health) Bully prevention (Olweus) \$3,000 (Unrestricted general fund services) Athletics \$163,000 (Unrestricted general fund, certificated/classified athletics)	Mental health clinician \$34,000 .47 FTE (Restricted general health classified support mental health) Bully prevention (Olweus) \$3,000 (Unrestricted general fund services) Athletics \$163,000 (Unrestricted general fund, certificated/classified athletics)	Mental health clinician \$34,000 .47 FTE (Restricted general health classified support mental health) Bully prevention (Olweus) \$3,000 (Unrestricted general fund services) Athletics \$163,000 (Unrestricted general fund, certificated/classified athletics)
5.2	#8 Other student Outcomes: Wellness	Partner with local agencies (First Five, Food for Thought, Clinicas)	District wide		Adhere to District Wellness Plan; Meet at least four times per year. No cost Part of administrative duties	Adhere to District Wellness Plan; Meet at least four times per year. No cost Part of administrative duties	Follow District Wellness Plan; Meet at least four times per year. No cost Part of administrative duties
5.3	#8 Other student Outcomes: Wellness	Identify and develop programs that support the emotional and	District-wide		Implement CHAMPS \$500 (Unrestricted general fund	Implement CHAMPS \$500 (Unrestricted general	Implement CHAMPS \$500 (Unrestricted general

	#6 School Climate	physical well-being of all students and staff			conferences)	fund conferences)	fund conferences)
5.4	#8 Other student Outcomes: Wellness	Provide a minimum of 200 minutes every two weeks of PE instruction in K-6 and 400 minutes every two weeks of PE instruction in grades 7-10.	District-wide		Site administration will monitor PE minutes. \$36,000 K-6 (Unrestricted general fund classified hourly support) \$230,000 3.4 FTE grades 7-10 (Unrestricted general fund certificated salary)	Site administration will monitor PE minutes. \$36,000 K-6 (Unrestricted general fund classified hourly support) \$230,000 3.4 FTE grades 7-10 (Unrestricted general fund certificated salary)	Site administration will monitor PE minutes. \$36,000 K-6 (Unrestricted general fund classified hourly support) \$230,000 3.4 FTE grades 7-10 (Unrestricted general fund certificated salary)

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1.1	#4 Student Achievement #2 Implementation of CCSS	<u>For low income pupils:</u> Provide professional development that promotes an understanding of students and adults from poverty.	District wide		Professional Learning Activity One day \$50,000 (Restricted general fund, CCSS, teacher salary)	Professional Learning Activity One day \$50,000 (Unrestricted general fund, teacher salary)	Professional Learning Activity One day \$50,000 (Unrestricted general fund, teacher salary)

1.2	#4 Student Achievement #2 Implementation of CCSS	Offer a multi-tiered system of supports (academic and behavioral) to address student's academic and emotional needs.	District wide		Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)	Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)	Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)
1.3	#4 Student Achievement #2 Implementation of CCSS	Provide additional professional development to teachers to implement CCSS aligned instruction to high needs, and/or struggling students.	District wide		Inservice training, workshops, and speakers \$10,000 \$100/day sub pay (Unrestricted general fund)	Inservice training, workshops, and speakers \$100/day sub pay (Unrestricted general fund)	Inservice training, workshops, and speakers \$100/day sub pay (Unrestricted general fund)
1.4	#4 Student Achievement #2 Implementation of CCSS	Provide targeted assistance to low income students in career/college readiness activities and guidance.	High school		Counselors \$83,000 1.27 FTE (Unrestricted general fund) College/Career Specialist \$51,000 .19 FTE (Unrestricted general fund classified support)	Counselors \$83,000 1.27 FTE (Unrestricted general fund) College/Career Specialist \$51,000 .19 FTE (Unrestricted general fund classified support)	Counselors \$83,000 1.27 FTE (Unrestricted general fund) College/Career Specialist \$51,000 .19 FTE (Unrestricted general fund classified support)
1.5	#4 Student Achievement #1 Basic Services	Provide backpacks for high need students	District-wide		Homeless Liaison gathers donated backpacks and supplies \$2,000 (Restricted general fund, Title I, teacher stipend)	Homeless Liaison gathers donated backpacks and supplies \$2,000 (Restricted general fund, Title I, teacher stipend)	Homeless Liaison gathers donated backpacks and supplies \$2,000 (Restricted general fund, Title I, teacher stipend)
1.6	#4 Student Achievement #2	Offer differentiated instruction in a smaller class setting for high	Junior high school		Provide two sections of small classes \$28,000 .4 FTE	Provide two sections of small classes \$28,000 .4 FTE	Provide two sections of small classes \$28,000 .4 FTE

	Implementation of CCSS	need students.			(Restricted Title I, teacher salary)	(Restricted Title I, teacher salary)	(Restricted Title I, teacher salary)
1.7	#4 Student Achievement #2 Implementation of CCSS	Offer differentiated instruction in a smaller class setting for high need students.	High school		Provide small classes in literacy, geoscience, math, and English 9 \$60,000 .8 FTE (Unrestricted general fund teacher salary)	Provide small classes in literacy, geoscience, math, and English 9 \$60,000 .8 FTE (Unrestricted general fund teacher salary)	Provide small classes in literacy, geoscience, math, and English 9 \$60,000 .8 FTE (Unrestricted general fund teacher salary)
1.8	#4 Student Achievement	Provide interventions for high risk students before, during, and after school.	K-6		Provide extra intervention support for those students who are struggling. \$16,000 (Restricted general fund teacher hourly)	Provide extra intervention support for those students who are struggling. \$16,000 (Restricted general fund teacher hourly)	Provide extra intervention support for those students who are struggling. \$16,000 (Restricted general fund teacher hourly)
Goal 2 2.1	#6 School Climate #5 Student Engagement	Identify and administer social/emotional assessments in order to target the needs of low income students.	District wide		School psychologists \$25,000 .32 FTE (Unrestricted general fund pupil support)	School psychologists \$25,000 .32 FTE (Unrestricted general fund pupil support)	School psychologists \$25,000 .32 FTE (Unrestricted general fund pupil support)
2.2	#6 School Climate #5 Student Engagement	Implement a positive behavioral intervention system.	District wide		Cost of awards/incentives \$1,500 (Unrestricted general fund, supplies)	Cost of awards/incentives \$1.500 (Unrestricted general fund, supplies)	Cost of awards/incentives \$1,500 (Unrestricted general fund, supplies)
2.3	#6 School Climate #5 Student Engagement	Provide professional development that promotes an understanding of students and adults from poverty.	District wide		Professional Learning Activity for teachers \$100/day sub pay (Unrestricted general fund)	Professional Learning Activity for teachers \$100/day sub pay (Unrestricted general fund)	Professional Learning Activity for teachers \$100/day sub pay (Unrestricted general fund)
2.4	#5 Student Engagement #7 Course Access	Provide scholarships for field trips, extra curricular activities, athletic equipment, AP fees, yearbooks, musical instruments, etc.	District-wide		Site administration ensures that every student has access. \$5,000 (Unrestricted general fund supplies/field trips)	Site administration ensures that every student has access. \$5,000 (Unrestricted general fund supplies/field trips)	Site administration ensures that every student has access. \$5,000 (Unrestricted general fund supplies/field trips)
Goal 3	#1 Basic Services	Offer a multi-tiered system of supports	District wide		Counselors \$83,000 1.27 FTE	Counselors \$83,000 1.27 FTE	Counselors \$83,000 1.27 FTE

	#2 Implementation of CCSS	(academic and behavioral) to address student's academic and emotional needs.			(Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)	(Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)	(Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)
Goal 4 4.1	#3 Parental Involvement	Provide resources for increased outreach efforts to low income families.	District wide		Site communication expenses \$.000 (Unrestricted general fund services)	Site communication expenses \$1,000 (Unrestricted general fund services)	Site communication expenses \$1,000 (Unrestricted general fund services)
4.2	#3 Parental Involvement	Provide professional development that promotes an understanding of students and adults from poverty.	District wide		Professional Learning Activity for teachers \$100/day sub pay (Unrestricted general fund)	Professional Learning Activity for teachers \$100/day sub pay (Unrestricted general fund)	Professional Learning Activity for teachers \$100/day sub pay (Unrestricted general fund)
Goal 5 5.1	#8 Other Student Outcomes: Wellness	Partner with a neighboring district that has a grant to implement a nutrition program in classrooms where the school is over 50% free/reduced lunch.	Schoolwide (Meiners Oaks)		Enhance health education with integrated nutrition lessons, Harvest of the Month, and cooking in the classroom. No cost (donation)	Enhance health education with integrated nutrition lessons, Harvest of the Month, and cooking in the classroom. No cost (donation)	Enhance health education with integrated nutrition lessons, Harvest of the Month, and cooking in the classroom. No cost (donation)
5.2	#8 Other Student Outcomes: Wellness	Provide professional development that promotes an understanding of students and adults from poverty.	District wide		Professional Learning Activity for teachers \$100/day sub pay (Unrestricted general fund)	Professional Learning Activity for teachers \$100/day sub pay (Unrestricted general fund)	Professional Learning Activity for teachers \$100/day sub pay (Unrestricted general fund)
5.3	#8 Other Student Outcomes: Wellness	Offer a multi-tiered system of supports (academic and behavioral) to address student's academic and emotional needs.	District wide		Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund,	Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general	Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general

					classified support mental health)	fund, classified support mental health)	fund, classified support mental health)
5.4	#8 Other Student Outcomes: Wellness	Identify and administer social/emotional assessments in order to target the needs of low income students.	District wide		School psychologists \$25,000 .32 FTE (Unrestricted general fund pupil support)	School psychologists \$25,000 .32 FTE (Unrestricted general fund pupil support)	School psychologists \$25,000 .32 FTE (Unrestricted general fund pupil support)
5.5	#8 Other Student Outcomes: Wellness	Implement a positive behavioral intervention system.	District wide		Cost of awards/incentives \$1,500 (Unrestricted general fund, supplies)	Cost of awards/incentives \$1,500 (Unrestricted general fund, supplies)	Cost of awards/incentives \$1,500 (Unrestricted general fund, supplies)
Goal 1 1.1	#4 Student Achievement; #2 Implementation of CCSS #7 Course Access	<u>For English Learners:</u> Implement high-quality ELA/Literacy and ELD instruction. The district will increase access to CCSS and ELD standards aligned resources and materials to facilitate EL access to core curriculum and ELD instruction	All schools		Sites will establish a process to regularly review the progress of ELs and Long Term English Learners. \$4,000 (Restricted general fund, Title III, teacher stipend)	Sites will establish a process to regularly review the progress of ELs and Long Term English Learners. \$4,000 (Restricted general fund, Title III, teacher stipend)	Sites will establish a process to regularly review the progress of ELs and Long Term English Learners. \$4,000 (Restricted general fund, Title III, teacher stipend)
1.2	#4 Student Achievement #2 Implementation of CCSS	Provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English Learners receive support in accessing CCSS.	District wide		Utilize VCOE for continued EL training for both certificated and classified staff \$4,500 (Restricted general fund, Title III, conferences/training) Utilize additional sources for training such as webinars, websites, or professional literature. \$500 (Restricted general fund, Title III, conferences/training,	Utilize VCOE for continued EL training for both certificated and classified staff \$4,500 (Restricted general fund, Title III, conferences/training)	Utilize VCOE for continued EL training for both certificated and classified staff \$4,500 (Restricted general fund, Title III, conferences/training)

					materials)		
1.3	#4 Student Achievement #2 Implementation of CCSS	Provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency	All schools		Instructional Assistants \$45,000 1.7 FTE (Restricted general fund, Title III, classified) \$53,000 2.0 FTE (Unrestricted general fund, classified)	Instructional Assistants \$45,000 1.7 FTE (Restricted general fund, Title III, classified) \$53,000 2.0 FTE (Unrestricted general fund, classified)	Instructional Assistants \$45,000 1.7 FTE (Restricted general fund, Title III, classified) \$53,000 2.0 FTE (Unrestricted general fund, classified)
1.4	Student Achievement; Implementation of CCSS	Maintain the same number of sections for ELD classes; Maintain the same hours of bilingual aide time	High School		ELD sections Instructional Assistants \$10,000 .45 FTE (Unrestricted general fund, classified) Teacher \$48,000 .7 FTE (Restricted general fund, Title I, teacher salary) Teacher \$18,000 .3 FTE (Unrestricted general fund, teacher hourly)	ELD sections Instructional Assistants \$10,000 .45 FTE (Unrestricted general fund, classified) Teacher \$48,000 .7 FTE (Restricted general fund, Title I, teacher salary) Teacher \$18,000 .3 FTE (Unrestricted general fund, teacher hourly)	ELD sections Instructional Assistants \$10,000 .45 FTE (Unrestricted general fund, classified) Teacher \$48,000 .7 FTE (Restricted general fund, Title I, teacher salary) Teacher \$18,000 .3 FTE (Unrestricted general fund, teacher hourly)
Goal 2	#6 School Climate #5 Student Engagement	Provide culturally and linguistically relevant materials for EL students.	All schools		ELD certificated staff (7 th & 8 th) \$42,000 .6 FTE (Unrestricted general fund, teacher salary) Teacher (K-6) \$32,000 (Unrestricted general fund, teacher hourly) Teachers (9 th -12 th) \$48,000 .7 FTE (Restricted general fund, Title I, teacher salary) \$18,000 .3 FTE (Unrestricted general fund, teacher hourly)	ELD certificated staff (7 th & 8 th) \$42,000 .6 FTE (Unrestricted general fund, teacher salary) Teacher (K-6) \$32,000 (Unrestricted general fund, teacher hourly) Teachers (9 th -12 th) \$48,000 .7 FTE (Restricted general fund, Title I, teacher salary) \$18,000 .3 FTE	ELD certificated staff (7 th & 8 th) \$42,000 .6 FTE (Unrestricted general fund, teacher salary) Teacher (K-6) \$32,000 (Unrestricted general fund, teacher hourly) Teachers (9 th -12 th) \$48,000 .7 FTE (Restricted general fund, Title I, teacher salary) \$18,000 .3 FTE

					\$1,000 (Restricted general fund, Title III, supplies, instructional materials)	(Unrestricted general fund, teacher hourly)	(Unrestricted general fund, teacher hourly)
Goal 3	#1 Basic Services #2 Implementation of CCSS	Provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English Learners receive support in accessing CCSS.	District wide		Utilize VCOE for continued EL training for both certificated and classified staff \$4,500 (Restricted general fund, Title III, conferences/training)	Utilize VCOE for continued EL training for both certificated and classified staff \$4,500 (Restricted general fund, Title III, conferences/training)	Utilize VCOE for continued EL training for both certificated and classified staff \$4,500 (Restricted general fund, Title III, conferences/training)
Goal 4	Parental Involvement; Student Achievement; Student Engagement; Other Student Outcomes	Establish a monthly outreach to EL parents to serve as a support entity. Parents will generate ideas for the monthly topics/speakers.	All schools		Parents will evaluate the program at the end of the year and make suggestions for the following year. Expenditures will include costs of speakers, printing, bus (field trips to colleges). \$3,000 (Restricted general fund, Title III, services)	Parents will evaluate the program at the end of the year and make suggestions for the following year. Expenditures will include costs of speakers, printing, bus (field trips to colleges). \$3,000 (Restricted general fund, Title III, services)	Parents will evaluate the program at the end of the year and make suggestions for the following year. Expenditures will include costs of speakers, printing, bus (field trips to colleges). \$3,000 (Restricted general fund, Title III, services)
4.1	Parental Involvement	EL parents will have improved opportunities to participate in district/site activities that increase their skills as partners in education.	Elementary sites		Family Literacy Nights \$1,500 (Restricted general fund, Title III, services)	Family Literacy Nights \$1,500 (Restricted general fund, Title III, services)	Family Literacy Nights \$1,500 (Restricted general fund, Title III, services)
4.2	Parental Involvement	Establish a monthly outreach to EL parents to serve as a support entity. Parents will generate ideas for the monthly topics/speakers.	All schools		Parents will evaluate the program at the end of the year and make suggestions for the following year. Expenditures will include costs of speakers, printing, bus (field trips to colleges). \$3,000 (Restricted general fund,	Parents will evaluate the program at the end of the year and make suggestions for the following year. Expenditures will include costs of speakers, printing, bus (field trips to colleges).	Parents will evaluate the program at the end of the year and make suggestions for the following year. Expenditures will include costs of speakers, printing, bus (field trips to colleges).
Goal 5	Parental Involvement; Student Achievement; Student Engagement; Other Student Outcomes	Establish a monthly outreach to EL parents to serve as a support entity. Parents will generate ideas for the monthly topics/speakers.	All schools		Parents will evaluate the program at the end of the year and make suggestions for the following year. Expenditures will include costs of speakers, printing, bus (field trips to colleges). \$3,000 (Restricted general fund,	Parents will evaluate the program at the end of the year and make suggestions for the following year. Expenditures will include costs of speakers, printing, bus (field trips to colleges).	Parents will evaluate the program at the end of the year and make suggestions for the following year. Expenditures will include costs of speakers, printing, bus (field trips to colleges).

					Title III, services)	\$3,000 (Restricted general fund, Title III, services)	\$3,000 (Restricted general fund, Title III, services)
Goal 1 1.1	#4 Student Achievement #2 Implementation of CCSS	For Foster Youth: Provide counseling for emotional and academic supports in order to decrease the adverse effects of school mobility.	All schools		Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)	Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)	Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)
1.2	#4 Student Achievement #1 Basic Services	Provide backpacks for high need students	District-wide		Homeless Liaison gathers donated backpacks and supplies \$2,000 (Restricted general fund, Title I, teacher stipend)	Homeless Liaison gathers donated backpacks and supplies \$2,000 (Restricted general fund, Title I, teacher stipend)	Homeless Liaison gathers donated backpacks and the supplies \$2,000 (Restricted general fund, Title I, teacher stipend)
1.3	#4 Student Achievement #2 Implementation of CCSS	Offer differentiated instruction in a smaller class setting for high need students.	Junior high school		Provide two sections of small classes \$28,000 .4 FTE (Restricted Title I, teacher salary)	Provide two sections of small classes \$28,000 .4 FTE (Restricted Title I, teacher salary)	Provide two sections of small classes \$28,000 .4 FTE (Restricted Title I, teacher salary)
1.4	#4 Student Achievement #2 Implementation of CCSS	Offer differentiated instruction in a smaller class setting for high need students.	High school		Provide small classes in literacy, geoscience, math, and English 9 \$60,000 .8 FTE (Unrestricted general fund teacher salary)	Provide small classes in literacy, geoscience, math, and English 9 \$60,000 .8 FTE (Unrestricted general fund teacher salary)	Provide small classes in literacy, geoscience, math, and English 9 \$60,000 .8 FTE (Unrestricted general fund teacher salary)
1.5	#4 Student Achievement	Provide interventions for high risk students before, during, and after school.	K-8		Provide extra intervention support for those students who are struggling. \$16,000 (Restricted general fund teacher hourly)	Provide extra intervention support for those students who are struggling. \$16,000 (Restricted general fund teacher hourly)	Provide extra intervention support for those students who are struggling. \$16,000 (Restricted general fund teacher hourly)
Goal 2 2.1	#6 School Climate	Identify and administer social/emotional	District wide		School psychologists \$25,000 .32 FTE	School psychologists \$25,000 .32 FTE	School psychologists \$25,000 .32 FTE

	#5 Student Engagement	assessments in order to target the needs of foster youth.			(Unrestricted general fund pupil support)	(Unrestricted general fund pupil support)	(Unrestricted general fund pupil support)
Goal 2 2.2	#6 School Climate #5 Student Engagement	Ensure that foster youth have access to sports and extracurricular activities.	All schools		Administration, counselors, teachers No cost Part of duties	Administration, counselors, teachers No cost Part of duties	Administration, counselors, teachers No cost Part of duties
2.3	#6 School Climate #5 Student Engagement	Ensure that the Foster Youth liaison has adequate time, knowledge, and resources to fully execute the responsibilities.	District wide		Homeless Liaison \$2,000 (Restricted general fund, Title I, teacher stipend)	Homeless Liaison \$2,000 (Restricted general fund, Title I, teacher stipend)	Homeless Liaison \$2,000 (Restricted general fund, Title I, teacher stipend)
2.4	#5 Student Engagement #7 Course Access	Provide scholarships for field trips, extra curricular activities, athletic equipment, AP fees, yearbooks, musical instruments, etc.	District-wide		Site administration ensures that every student has access. \$5,000 (Unrestricted general fund supplies/field trips)	Site administration ensures that every student has access. \$5,000 (Unrestricted general fund supplies/field trips)	Site administration ensures that every student has access. \$5,000 (Unrestricted general fund supplies/field trips)
Goal 3	#1 Basic Services #2 Implementation of CCSS	Ensure that the Foster Youth liaison has adequate time, knowledge, and resources to fully execute the responsibilities.	District wide		Homeless Liaison \$2,000 (Restricted general fund, Title I, teacher stipend)	Homeless Liaison \$2,000 (Restricted general fund, Title I, teacher stipend)	Homeless Liaison \$2,000 (Restricted general fund, Title I, teacher stipend)
Goal 4	#3 Parental Involvement	Improve communication to foster guardians.	District wide		Site communication expenses \$1,000 (Unrestricted general fund services)	Site communication expenses \$1,000 (Unrestricted general fund services)	Site communication expenses \$1,000 (Unrestricted general fund services)
Goal 5 5.1	#8 Other Student Outcomes: Wellness	Provide counseling for emotional and academic supports in order to decrease the adverse effects of school mobility.	District wide		Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental	Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support	Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support

					health	mental health	mental health
5.2	#8 Other Student Outcomes: Wellness	Ensure that the Foster Youth liaison has adequate time, knowledge, and resources to fully execute the responsibilities.	District wide		Homeless Liaison \$2,000 (Restricted general fund, Title I, teacher stipend)	Homeless Liaison \$2,000 (Restricted general fund, Title I, teacher stipend)	Homeless Liaison \$2,000 (Restricted general fund, Title I, teacher stipend)
Goal 1	Student Achievement; Implementation of CCSS	<u>For Redesignated- fluent English Proficient pupils:</u> Provide additional academic assessment and support for reclassified students who have not made adequate progress.	All schools		ELD staff, counselors, EL site coordinators \$42,000 .6 FTE (Unrestricted general fund, teacher salary) \$32,000 (Unrestricted general fund, teacher hourly) \$48,000 .7 FTE (Restricted general fund, Title I, teacher salary) \$18,000 .3 FTE (Unrestricted general fund, teacher hourly) \$45,000 1.7 FTE (Restricted general fund, Title III, classified) \$53,000 2.0 FTE (Unrestricted general fund, classified) \$4,000 (Restricted general fund, Title III, teacher stipend)	ELD staff, counselors, EL site coordinators \$42,000 .6 FTE (Unrestricted general fund, teacher salary) \$32,000 (Unrestricted general fund, teacher hourly) \$48,000 .7 FTE (Restricted general fund, Title I, teacher salary) \$18,000 .3 FTE (Unrestricted general fund, teacher hourly) \$45,000 1.7 FTE (Restricted general fund, Title III, classified) \$53,000 2.0 FTE (Unrestricted general fund, classified) \$4,000 (Restricted general fund, Title III, teacher stipend)	ELD staff, counselors, EL site coordinators \$42,000 .6 FTE (Unrestricted general fund, teacher salary) \$32,000 (Unrestricted general fund, teacher hourly) \$48,000 .7 FTE (Restricted general fund, Title I, teacher salary) \$18,000 .3 FTE (Unrestricted general fund, teacher hourly) \$45,000 1.7 FTE (Restricted general fund, Title III, classified) \$53,000 2.0 FTE (Unrestricted general fund, classified) \$4,000 (Restricted general fund, Title III, teacher stipend)
Goal 2	#6 School Climate #5 Student Engagement	Provide counseling for redesignated students who have not made adequate progress or demonstrate attendance/behavior	All schools		ELD staff, counselors, EL site coordinators \$42,000 .6 FTE (Unrestricted general fund, teacher salary) \$32,000	ELD staff, counselors, EL site coordinators \$42,000 .6 FTE (Unrestricted general fund, teacher salary) \$32,000	ELD staff, counselors, EL site coordinators \$42,000 .6 FTE (Unrestricted general fund, teacher salary) \$32,000

		issues.			(Unrestricted general fund, teacher hourly) \$48,000 .7 FTE (Restricted general fund, Title I, teacher salary) \$18,000 .3 FTE (Unrestricted general fund, teacher hourly) \$45,000 1.7 FTE (Restricted general fund, Title III, classified) \$53,000 2.0 FTE (Unrestricted general fund, classified) \$4,000 (Restricted general fund, Title III, teacher stipend)	(Unrestricted general fund, teacher hourly) \$48,000 .7 FTE (Restricted general fund, Title I, teacher salary) \$18,000 .3 FTE (Unrestricted general fund, teacher hourly) \$45,000 1.7 FTE (Restricted general fund, Title III, classified) \$53,000 2.0 FTE (Unrestricted general fund, classified) \$4,000 (Restricted general fund, Title III, teacher stipend)	(Unrestricted general fund, teacher hourly) \$48,000 .7 FTE (Restricted general fund, Title I, teacher salary) \$18,000 .3 FTE (Unrestricted general fund, teacher hourly) \$45,000 1.7 FTE (Restricted general fund, Title III, classified) \$53,000 2.0 FTE (Unrestricted general fund, classified) \$4,000 (Restricted general fund, Title III, teacher stipend)
Goal 4	#3 Parental Involvement	Increase and improve parent/guardian communication and support concerning the progress of redesignated students.	All schools		Site communication expenses \$1,000 (Unrestricted general fund services)	Site communication expenses \$1,000 (Unrestricted general fund services)	Site communication expenses \$1,000 (Unrestricted general fund services)

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The district received \$592,493 of increased LCFF supplemental grant funds based upon the number and concentration of low income, foster youth, and English learner pupils. As a result of stakeholder input, the District is providing smaller classes, targeted instruction, after-school academic support, additional counseling, instructional materials and services, and teacher professional development. In addition, the use of the supplemental funds on a district-wide basis is the most

effective use of the funds to meet the state's eight priority areas and the mutual goals of the district and stakeholders for the unduplicated count of low income, foster youth, and English Learner.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Ojai Unified School District's percentage by which services for low income, foster youth, and English learner that must be increased or improved as compared to the services provided to all students is 3.44%. In order to meet this proportionality percentage, the District is providing smaller classes, targeted instruction, after-school academic support, additional counseling, instructional materials and services, and teacher professional development. The District is ensuring increased and improved services for the unduplicated count of low income, foster youth, and English learners as compared to the services provided to all pupils.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.