BOARD OF EDUCATION
Drew Hazelton
Denise Helfstein
Allen Rosen
Derek Ross
Tina Wang
Anthony W. Knight, Ed.D., Superintendent

www.oakparkusd.org
5801 Conifer Street
Oak Park, CA 91377
818-735-3200

Oak Park
UNIFIED SCHOOL DISTRICT

Educating Compassionate and Creative Global Citizens

<u>NOTICE OF PUBLIC HEARING</u>

DRAFT LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) AND THE PROPOSED BUDGET OF OAK PARK UNIFIED SCHOOL DISTRICT

The Governing Board of The Oak Park Unified School District will hold a public hearing on the draft Local Control and Accountability Plan (LCAP) and the Proposed Budget of the District for 2021-2022 on June 15, 2021 at 6 pm. The purpose of this special meeting is to provide information to the public and to receive public comment and input on the LCAP and the budget for the upcoming year as required by Education Code Section 42103 and 52062. The draft LCAP and Budget is scheduled to be presented to the Board for adoption at the June 22, 2021 Regular Board meeting.

Pursuant to Governor Newsom's Executive Order N-29-20 in regard to the COVID-19 Pandemic, special procedures will be followed for this board meeting. The meeting will be conducted via teleconference/video conference. Members of the public will have the right to observe the meeting at: www.opusd.org/livestream. Members of the public may submit a comment to the governing board at the public hearing to speak to the draft LCAP and the proposed budget or any item on the special board meeting agenda via this link www.opusd.org/PublicComments prior to the meeting or via email at raggarwal@opusd.org during the meeting. This public comment form will be open for submission from 3:00 pm on June 15, 2021. The Public Hearing will begin at 6:00 pm.

The 2021-2022 draft LCAP and Proposed Budget will be available for public review from Friday, June 11, 2021 until Tuesday, June 15, 2021 at:
- **www.opusd.org/ProposedBudget**
- **www.opusd.org/DraftLCAP**

For more information, please contact Mr. Adam Rauch, Assistant Superintendent, Business Services, at arauch@opusd.org.

OAK PARK UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
AGENDA #1036

NOTICE OF SPECIAL BOARD MEETING - AGENDA #1036

Written notice is hereby given in accordance with Education Code Section 35144 that a special Meeting of the Board of Education of Oak Park Unified School District will be held:

DATE: Tuesday, June 15, 2021

TIME: 6:00 p.m. Open Session

PLACE: **Oak Park High School, Presentation Room G9**
          899 N. Kanan Road, Oak Park, CA 91377

          Pursuant to Governor Newsom's Executive Order N-29-20 in regard to the COVID-19 Pandemic, special procedures will be followed for this board meeting. The meeting will be conducted via teleconference/video conference, with some Board and staff members attending in person. Members of the public will have the right to observe the meeting and offer public comment on items on the agenda as provided on page 3 and 4 of this agenda.

Call to Order _____
Roll Call
Flag Salute
Adoption of Agenda
Public Comments – Speakers on Agenda items

OPEN SESSION

A. OPEN COMMUNICATIONS/PRESENTATIONS
ACTION
   1. **BUSINESS SERVICES**
   a. **Public Hearing and Board Review: Proposed 2021-2022 Oak Park Unified School District Local Control and Accountability Plan**
   Board will conduct a Public Hearing and Review the draft LCAP
   b. **Public Hearing and Board Review: Proposed 2021-2022 Oak Park Unified School District Annual Budget**
   Board will conduct a Public Hearing and Review the proposed annual budget

Adjournment

Welcome to a special meeting of the Oak Park Unified School District Board of Education.

INDIVIDUALS WHO REQUIRE SPECIAL ACCOMMODATION TO PARTICIPATE IN A BOARD MEETING, INCLUDING BUT NOT LIMITED TO AN AMERICAN SIGN LANGUAGE INTERPRETER, DOCUMENTATION IN ACCESSIBLE FORMATS, OR ACCOMMODATIONS DUE TO THE ELECTRONIC FORMAT OF THIS MEETING, SHOULD CONTACT THE SUPERINTENDENT'S OFFICE 72 HOURS PRIOR TO THE MEETING TO ENABLE THE DISTRICT TO MAKE REASONABLE ARRANGEMENTS TO ENSURE ACCOMMODATION AND ACCESSIBILITY TO THIS MEETING. PHONE (818) 735-3206 or e-mail: raggarwal@opusd.org

PURSUANT TO EXECUTIVE ORDER N-29-20, TO FIND OUT HOW YOU MAY ELECTRONICALLY PARTICIPATE IN THE BOARD MEETING AND PROVIDE PUBLIC COMMENT PLEASE READ THE FOLLOWING GUIDELINES:

Members of the Public can observe the Board of Education meeting: www.opusd.org/livestream

Public Comments – Public comment is the opportunity for members of the public to participate in meetings by addressing the Board of Education in connection with one or more agenda items.

Public comments may be provided using one of the following options:

<u>**SUBMIT PUBLIC COMMENTS IN ADVANCE OF THE MEETING VIA THE ONLINE COMMENT FORM**</u>
Public Comments may be submitted via this link www.opusd.org/PublicComments. If you wish to make a comment regarding a matter on the agenda, please submit your comment via the form accessed by the above link before 6:00 p.m. on June 15, 2021. Although not required, please submit all of the requested information. In keeping with the reasonable time regulations described below, every effort will be made for your name and comment to be read by the Board President, and your comment will be placed into the item's record at the Board meeting. **Please note since this is a special meeting public comments are limited to items on the agenda.**

This public comment form will be open to members of the public 3 hours (at 3:00 pm) prior to the meeting and will close at 6:00 pm. This form will take the place of the "yellow speaker cards" available at in-person meetings.

The President of the Board will inquire if there are any public comments with respect to any item appearing on the special meeting agenda. Individual speakers will be allowed three minutes or 250 words to address the Board on each agenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the Board president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. Due to the electronic nature of this meeting and to maintain the integrity of providing an opportunity for public comment, every effort will be made to read your comment into the record. In order to ensure that non-English speakers receive the same opportunity to directly address the Board, Google Translate will be used to translate any emails to the Superintendent's Executive Assistant and Communications Coordinator at raggarwal@opusd.org who will receive and submit the public comments in open session.

<u>**E-MAIL PUBLIC COMMENTS DURING THE MEETING TO BE READ ALOUD**</u>
After the form has closed and the meeting has started members of the public have the opportunity to submit a comment on a specific item on the agenda before it is heard or as it is being heard. Please submit your comment, limited to 250 words or less, to Ragini Aggarwal, Executive Assistant to the Superintendent and Communications Coordinator at raggarwal@opusd.org. Please include in the Subject Line of your e-mail both the Agenda item number (e.g., Item No. 1.a.) and if you would like your name to be read aloud. An email confirmation will be sent to you asking if you wish the comment to be "Read at the Meeting". **Once you confirm via return email the comment will be shared with the Board at the discretion of the Board President, if time allows, your comment may be read aloud as long as the item is still under discussion.**

All comments received before and during the meeting will be shared with the board and become part of the record of public comments for that meeting and will be posted along with the Agenda on our website after the meeting.

Your comments are greatly appreciated. Thank you for your cooperation and compliance with these guidelines.

All Board Actions and Discussions are electronically recorded and maintained for thirty days. Interested parties may review the recording upon request. Upon request by a student's parent/guardian, or by the student if age 18 or older, the minutes shall not include the student's or parent/guardian's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the secretary or clerk of the Board. (Education Code 49073.2)

Date: June 11, 2021   Anthony W. Knight, Ed.D.
                                        Superintendent and Secretary to the Board of Education

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. ANTHONY W. KNIGHT, SUPERINTENDENT**

DATE: **JUNE 15, 2021**

SUBJECT: **B.1.a.   PUBLIC HEARING AND BOARD REVIEW: PROPOSED 2021-2022 OAK PARK UNIFIED SCHOOL DISTRICT LOCAL CONTROL AND ACCOUNTABILITY PLAN**

                                                                PUBLIC HEARING/DISCUSSION

ISSUE: Shall the Board hold a public hearing and review the proposed 2021-2022 Oak Park Unified School District Local Control and Accountability Plan (LCAP)?

BACKGROUND: The LCAP is intended as a comprehensive planning tool to support student outcomes and is an important component of the local control funding formula (LCFF). Under the LCFF, all local educational agencies (LEAs) including school districts, county offices of education (COEs), and charter schools are required to prepare the LCAP which is a 3 year plan, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to California Education Code (EC) sections 52060(d), 52066(d), and 47605. The Local Control and Accountability Plan and the Annual Update (LCAP) must be completed in conformance with the SBE-approved template.

                    In the first year of the three-year plan, the 2021-2022 Oak Park Unified School District LCAP has been developed with the input from diverse groups of stakeholders. In conformance with Education Code 52062, the District's initial draft of the 2021-2022 LCAP must be presented for a public hearing prior to the adoption of the annual school district budget and must be approved by the Board of Education at the same meeting at which the annual budget is approved. The proposed 2021-2022 Local Control Accountability Plan follows for the Board Review.

                    Adoption of the District's 2021-2022 LCAP is scheduled for the June 22, 2021 meeting of the Board of Education.

FISCAL IMPACT: Upon its final approval at the Board's June 22, 2021 meeting, the 2021-2022 LCAP will provide the basis for the District's 2021-2022 operating budget, which is also expected to be approved at the Board's June 22, 2021 meeting.

RECOMMENDATION: None – for information, discussion, and receipt of public comment only.

Prepared by: Dr. Jay Greenlinger, Director, Curriculum and Instruction
               Adam Rauch, Assistant Superintendent, Business and Administrative Services

                                    Respectfully submitted:

                                    _____
                                    Anthony W. Knight, Ed.D.
                                    Superintendent

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
Oak Park Unified School District	Dr. Jay Greenlinger Director of Curriculum and Instruction	jgreenlinger@opusd.org (818)735-3271

Plan Summary [2021-22]

General Information

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

Oak Park Unified School District is a high performing public K--12 school district located in Oak Park, an unincorporated community in south Ventura County on the border with Los Angeles County, nestled between the cities of Agoura Hills, Westlake Village, and Thousand Oaks. The school district was formed in 1977 when residents voted to create a new school district to better meet the needs of its residents, beginning a long tradition of placing the highest priority toward ensuring a high quality education.

The comprehensive (grades K--12) public school district serves approximately 4500 students and comprises a preschool, three elementary schools, a middle school, a high school, as well as an independent school and an alternative school for students with unique needs. Students from the entire region are drawn to attend Oak Park schools with about 45% percent of students coming from neighboring districts via the District of Choice program as well as through inter-district transfers and permits.

All of the district's schools are California Gold Ribbon schools and have been nationally recognized as Blue Ribbon schools. The district has also been recognized as a Green Ribbon school district by the CA Department of Education and the US Department of Education for its focus on environmentally progressive policies and practices. In May of 2019 the district received the Exemplary School District Award from the CA Department of Education for the second consecutive year. OPUSD was also named the 2018 "Best Green School System" by the US Green Building Council and the Council for Green Schools.

Reflections: Successes

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

OPUSD boasts a great deal of success across many measures. In the recent past, OPUSD has earned numerous awards, including CA Exemplary School District (2018 and 2019), CA Distinguished School (Oak Park HS, 2019 and 2021/ Medea Creek MS, 2019), Model Program and Practice (Medea Creek MS, 2019), CA Exemplary Career Technical Education Award (Oak Park HS, 2019), National Blue Ribbon Award (Oak Park HS, 2021), CA Distinguished School (Oak Hills ES, 2018), CA Exemplary Physical Activity and Nutrition Program (Oak Hills ES, 2018). These awards reflect OPUSD's commitment to educating the whole child.

2019 CA School Dashboard data also point to overall success related to student outcomes, with identified areas of focus. In 2019, the Dashboard for OPUSD was Blue in all areas. OPUSD continues to monitor Local Indicators to ensure all students receive equitable access to all components of District programs.

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.

2019 CA School Dashboard data also point to overall success related to student outcomes, with identified areas of focus. In 2019, the Dashboard for OPUSD was Blue in all areas. The Students With Disabilities group was in Orange for English Language Arts and in Yellow for Mathematics. A continued focus on intervention and remediation for students who are not meeting grade level standards remains an area of focus and is reflected in Goal 1.

LCAP Highlights

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

The 2021 LCAP for Oak Park USD encompasses goals and actions that align with the OPUSD's Goals and Action Plan, a document that represents broad stakeholder input regarding the priorities and needs of students, staff, and parents. The LCAP represents OPUSD's commitment to equity and high expectations for every student. A broad commitment throughout this LCAP is OPUSD's focus on providing safe and supportive schools, represented by our 'Climate of Care.' Even though OPUSD had an "All Blue" dashboard in 2019, there are areas requiring greater attention toward equitable outcomes for all student groups. The goals and actions in this LCAP are geared toward providing a broad array of supports to ensure equitable access for all students in all classrooms.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

OPUSD engages stakeholders in the LCAP process in a variety of ways.
Since the end of the last school year, the COVID pandemic and related changes to the instructional program have led to a number of opportunities for staff, students, and parents to provide feedback to the District. This feedback has influenced the BOP, LCP, and the LCAP.
Surveys in the past 12 months include:
June 1st- Reopening of Schools and Return to Instruction Survey
August 31- Distance Learning Survey - Due September 3, 2020
November 5- Parent Message Regarding Selection of Learning Model
December 8- Distance Learning Survey - Due December 11, 2020
January 13- Superintendent Search Update and Stakeholder Survey
April 20- Annual Goal Survey-LCAP and Extended Learning Opportunities

Particular to the LCAP Stakeholder Survey and the LCAP document, the LCAP Community Stakeholder Committee met on April 16 and May 5th. These meetings entailed a review of the existing District goals, the progress toward LCAP goals for the 19-20 LCAP, and led to the creation of the Annual Goal Survey. Input from these meetings and the results of the LCP survey were shared at the May 18th Board meeting.

A summary of the feedback provided by specific stakeholder groups.

Feedback from Stakeholders can be summarized according to the following categories:
Climate of Care/Diversity and Equity:
"Find ways to celebrate/recognize all students"
"Increase opportunities for connectedness when school resumes"
Provide more staff development related to social emotional needs and diversity"
Find ways for each student to have individual attention"

Shared Decision Making & Communication:
"Parentsquare is an effective tool but can be improved- timing of posts, repeated posts."
"Increase ways to communicate about individual students in secondary schools."
"Provide staff and parents with ways to give feedback on an ongoing basis."

School Safety and Student/staff Wellbeing"
"PE programs should continue to be a focus."
(Most comments in this area focused on Distance Learning practices)
"Explore ways to facilitate staff self-care."
"Provide staff development related to social emotional learning."

Each goal in the LCAP contains measurable outcomes and actions that were influenced by stakeholder feedback.
Specific example include:
Goal 2 and 6- Specific measurable outcomes related to non-academic recognitions for 12th grade graduation
Goal 4- Specific measurable outcome of providing a regular feedback loop for stakeholders and the use of a transparent process for committee membership.

Goals and Actions

Goal

Goal #	Description
1	Strengthen the Climate of Care by developing and promoting the factors that distinguish Oak Park's model of educating the whole child.

An explanation of why the LEA has developed this goal.

One of the hallmarks of OPUSD is the focus on teaching in a climate of care. This approach guides all that we do, and is a primary goal for the District. Previous year's data in the CA School Dashboard indicate that OPUSD students attend school at a high rate and graduate at a high rate. We aim to maintain the highest possible graduation rate and lowest chronic absenteeism possible. The intervention of teachers, administrators, and counselors is key to both of these metrics. Data from the 2020 Challenge Success survey at OPHS indicates that the efforts in place have reduced academic worry while increasing student sense of teacher care and sense of belonging. Stakeholder survey data indicates that this area is of great importance to students, staff, and parents. Specific areas of importance include individual recognition of students, increasing efforts to meet social emotional needs of students and staff, and increase opportunities to develop school connectedness, specifically related to post pandemic return to schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce Chronic Absenteeism	2.3% (18-19)				1.5%
Increase student connectedness	CA Healthy Kids Survey (17-18) % of Students reporting connected to school "Most/All Time" Grade 5: 81% Grade 7: 75% Grade 9: 73% Grade 11: 62%				CA Healthy Kids Survey % of Students reporting connected to school "Most/All Time" Grade 5: 90% Grade 7: 90% Grade 9: 90% Grade 11: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase Dual Enrollment participation	Spring '20: 39 Spring '21: 46				60 Students enrolled each semester
Increase CAASPP scores districtwide for all student groups	2019 Data: ELA- 81.02% At or Above Standard Math- 73.58% At or Above Standard				ELA- 85% At or Above Standard Math- 85% At or Above Standard
Maintain a suspension rate of under 1%	.8%				under 1%
Maintain a 100% graduation rate	100%				100%
Increase the number of students recognized outside of academic recognition programs. (Seal of Civic Engagement, Seal of Bilteracy, and Green Cord)	2020-21 Totals State Seal of Biliteracy: 71 Green Cord: 14 Seal of Civic Engagement: 0				State Seal of Biliteracy: 85 Green Cord:30 Seal of Civic Engagement: 10

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue position of Director of Student Support and Safety	Provide oversight and leadership for school safety, attendance, diversity and equity	$145,878.00	No
2	Expand Dual Enrollment Opportunities	Provide increased access to community college courses through partnership with Moorpark College	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Provide access to school counselors to strengthen student engagement and school connectedness	Maintain secondary counselor ratio Continue 1.0 elementary counselor at each elementary site Maintain the addition of two part--time aides to assist secondary counselors (This amount represents 80% of the costs of counseling programs)	$1,048,172.00	No
4	Develop an Advisory program to support student connectedness and school climate	Develop a structure that allows for regular schoolwide lessons to build school climate, teach digital citizenship, and provide social emotional lessons. Develop lessons and materials that support school goals in this area.	$25,000.00	No
5	Support programs that increase student connectedness	Continue Safe School Ambassadors at OPHS Continue Advanced Peer Counselors at OPHS Continue WEB program at MCMS	$9,000.00	No
6	Continue the development of Multi-Tiered Systems of Support at all grade levels	K-5 Literacy and Math Intervention program MCMS Math intervention program Fastbridge Universal Screening grades K-8 .2 MTSS Coordinator Districtwide .2 MCMS Math Intervention Teacher Explore screening tools for grades 9-12 Use MDTP to determine math preparedness in grades 7 and 8	$296,020.00	Yes
7	Maintain a full time District Nurse		$134,051.00	No
8	Develop an Ethnic Studies course for grades 9-12	Professional development, subs, and stipends to support course creation	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
9	Update our PE programs to ensure an inclusive program that fosters a life-long commitment to physical fitness, a love of the outdoors, and encourages healthy, active lifestyles that include activities, such as walking, hiking, biking, etc.			No
10	Provide broad access to the arts	Music and art sections will be added at the high school and middle school Develop an elementary music and art program	$50,917.00	No
11	Continue to implement policies, practices, and procedures consistent with Challenge Success	Conduct parent, staff, and student events with Challenge Success staff Conduct Challenge Success survey at regular intervals Provide training to staff and administrators	$20,000.00	No
12	Continue to provide Staff Development with the Teachers College Reading and Writing Project	Provide job embedded professional development from TCRWP Support schools with Reading and Writing Coaches	$142,000.00	Yes
13	Find ways to engage and connect with all students and families	For low-income pupils: Partner with parents to support their children's education through collaborative connections, referrals, and parent education For English learners: Address the specific communication and support needs for families of English learners. Provide additional instructional	$8,618.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assistants to support EL aides during mandatory English Language Proficiency Assessment for CA (ELPAC) For foster youth: Appoint senior staff member as liaison to work with students and their families.		
14	Address school attendance for disengaged students	Continue to provide School Attendance Review Team (SART), a District-wide effort to improve attendance Continue .2 Attendance Dean at OPHS	$35,042.00	No Yes
15	Support English Language Development for English Learners	Purchase Rosetta Stone software	$7,440.00	Yes
16	Support English Language Development of English Learners	Provide Instructional Aide support for English Learners to develop English Language skills	$197,427.00	Yes
17	Provide access to school counselors to strengthen student engagement and school connectedness	Counselors provide targeted supports for English Learners, Low Socio-economic students , and Foster Youth to improve academic outcomes and social emotional wellness. (This amount represents 80% of the costs of counseling programs.)	$255,844.00	Yes
18	Continue position of Director of Student Support and Safety	Provide oversight and leadership for school safety, attendance, diversity and equity, with focused efforts on meeting the needs of English Learners, Low Socio-economic students, and Foster Youth.	$36,469.00	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	Engage staff more deeply in shared-decision making and improve communication with staff, parents, students, and the community.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Use of application process for committee membership	No clear application process				All District committees use application process and have clear guidelines for membership
The OPUSD website is an effective communication tool and source of information for the community.	Current website is in place				New website is in place, regularly updated, and serves as a tool for engagement.
OPUSD will have a process for receiving feedback, taking action, and sharing how feedback has impacted decision making.	No regular process in place				Regular processes in place for schools and district level decisiomn making.
Increase Staff Collegiality Measure on CA Healthy Kids	All Staff: 50% "Strongly Agree"				All Staff: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Survey (Items include "close professional relationships, support and treat each other with respect, feel a responsibility to improve the school")					
Increase Staff Working Environment Measure on CA Healthy Kids Survey (Items include "supportive and inviting place to work, promotes trust and collegiality, provides resources needed to do job effectively, promotes participation in decision making")	All Staff: 55% "Strongly Agree"				All Staff: 80%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Codify an application process for selecting participants of District wide committees			No
2	Strengthen teacher leadership and support models	Maintain one Technology TOSA Maintain Lead Tech TOSA position Maintain teacher leadership and support through the Technology Learning Coach, Curriculum Catalysts, and District Innovators program. Encourage and promote teacher leadership in the following areas: NGSS, Sustainability, Reading and Writing Workshop, Math, STEAM, GATE	$322,225.00	No

Action #	Title	Description	Total Funds	Contributing
3	Build out a new website and provide ongoing site maintenance		$15,994.00	No
4	Increase frequency and type of feedback	Create a 'feedback loop' to connect stakeholder input with actions of the District, implement Coordinator of Communications position	$32,374.00	No

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
3	Continue to expand school safety and student/staff well-being initiatives.

An explanation of why the LEA has developed this goal.

School safety and student well being continue to be top priorities for all stakeholders. In the 2021 LCAP survey, parents, staff and students rated this the highest goal priority. Student safety and well being takes many forms, including the physical safety of schools and the health and fitness levels of students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase participation in student nutrition program	Meals served in 18-19: 141,488				Daily meals served to 50% of student body, or _____ meals
Maintain the increased level of daily cleaning and routine and deferred maintenance at 98% or better as evidenced by annual FIT Score/Ranking	98%				98%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue increased behaviorist and psychologist support	Provide intensive social-emotional and behavior support for students.	$28,074.00	No

Action #	Title	Description	Total Funds	Contributing
2	Find ways to integrate our progressive child nutrition program with the instructional program.	Director of Student Nutrition and Wellness Provide additional Child Nutrition Staff School Garden program	$334,936.00	No
3	Update our PE programs to ensure an inclusive program that fosters a life-long commitment to physical fitness, a love of the outdoors, and encourages healthy, active lifestyles that include activities, such as walking, hiking, biking, etc.	Maintain additional 3 elementary PE teachers and 3 aides to assist as PE coaches. Support development of new PE units and courses in grades 6-12	$396,109.00	No
4	Address the self-care needs of staff	Collaborate with employee groups to determine supports		No
5	Continue to work on physical safety issues such as surveillance, preparation for earthquakes, fire, evacuation, etc.	Maintain staffing in custodial, grounds and maintenance services to ensure continued clean, safe, well- maintained schools Maintain scheduling of 20 staff development/training sessions for custodial, grounds, and maintenance and staff pertaining to cleaning, safety, and effectiveness Complete the 5- year Deferred Maintenance plan and increase Deferred Maintenance fund using one-time funds if available Maintain a schedule for emergency drills, emergency supply replacement, and safety protocol reviews	$1,771,625.00	No
6	Repairs, renovation, and modernization of facilities at all sites as outlined in the board-	• Districtwide – Measure S bond program/project management, providing collaborative furniture		No

Action #	Title	Description	Total Funds	Contributing
	approved Master Plan for Measure S bond fund:	• BES – school modernization – completion of administration building improvement construction, obtain Division of the State Architect plan approval for replacement of relocatable classrooms with permanent modular construction (Phase I, 4 classrooms), • OHES - school modernization – upgrades and improvements of preschool relocatable classrooms • ROES - school modernization – obtain Division of the State Architect plan approval for replacement of relocatable classrooms with permanent modular construction (7 classrooms) • Implement other selected facilities, technology, student safety, energy conservation and environmental needs as identified and approved by the Board of Education		

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
4	Deepen student learning through Nature-based Experiences and Environmental Stewardship in all areas of the instructional program and foster creativity, play, experiential, and inquiry-based learning.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase number of courses offered in environmental literacy	4 courses at OPHS (2 science, 1 English, 1 Social Science) 1 course at MCMS (Elective)				6 courses at OPHS 2 courses at MCMS
Increase College/Career Indicator on CA School Dashboard	76.4% Prepared				85% Prepared
Increase annual number of CTE Pathway "Completers"	45 completers in 19-20				75 completes per year
Increase number of students recognized with the Seal of Civic Engagement, Seal of Bilteracy, and Green Cord at graduation	2020-2021 Totals Bilteracy: 71 Green Cord: 14 Civic Engagement: 0				Bilteracy: 85 Green Cord: 30 Civic Engagement: 10

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide field trips and experiences related to this goal	Santa Cruz Island for 5th grade, Anacapa trip for OVHS, other experiences to support this goal	$30,000.00	No
2	Support participation of staff, students, and parents in the Environmental Education and Action Committee (EEAC)	Stipends and materials to support committee work, and support for annual Sustainability Fair	$9,000.00	No
3	Continue membership in the Green Schools National Network		$5,000.00	No
4	Provide Professional Development to staff in this area	Conference registration, subs, stipends	$35,000.00	No
5	Design new outdoor learning spaces, including playgrounds and outdoor classrooms			No
6	Continue to develop Career Technical Education (CTE) Pathways	Offer multiple career education pathways that meet the needs and interests of students.	$546,114.00	No

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
2.24%	$12,764

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.

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

For low income pupils, continue small group math instruction to K-5 students during the school day using research based intervention practices
For low income pupils, continue literacy instruction to K-5 students during the school day using research based intervention programs
For English Learners, ensure best practices for teaching English Language Development by providing training and support to staff
District will provide professional development to staff in strategies for the implementation of English Language Development (ELD) standards.
For foster youth, continue small group math instruction to K-5 students during the school day using research based intervention practices.
For foster youth, continue literacy instruction to K5 students during the day using research based intervention practices.
School counselors provide individual academic and social-emotional support to Low Income, English Learners, and Foster Youth.
Provide English Learners access to Rosetta Stone for individualized English language development.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the 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:

  - **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.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$5,867,854.00	$86,475.00	$9,000.00		$5,963,329.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$5,311,107.00	$652,222.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Continue position of Director of Student Support and Safety	$145,878.00				$145,878.00
1	2	All	Expand Dual Enrollment Opportunities		$10,000.00			$10,000.00
1	3	All	Provide access to school counselors to strengthen student engagement and school connectedness	$1,048,172.00				$1,048,172.00
1	4	All	Develop an Advisory program to support student connectedness and school climate	$25,000.00				$25,000.00
1	5	All	Support programs that increase student connectedness		$5,000.00	$4,000.00		$9,000.00
1	6	English Learners Foster Youth Low Income	Continue the development of Multi-Tiered Systems of Support at all grade levels	$296,020.00				$296,020.00
1	7	All	Maintain a full time District Nurse	$134,051.00				$134,051.00
1	8	All	Develop an Ethnic Studies course for grades 9-12	$15,000.00				$15,000.00
1	9	All	Update our PE programs to ensure an inclusive program that fosters a life-long commitment to physical fitness, a love of the outdoors, and encourages healthy, active lifestyles that include activities, such as walking, hiking, biking, etc.					
1	10	All	Provide broad access to the arts	$50,917.00				$50,917.00
1	11	All	Continue to implement policies, practices, and procedures consistent with Challenge Success	$15,000.00		$5,000.00		$20,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	English Learners Foster Youth Low Income	Continue to provide Staff Development with the Teachers College Reading and Writing Project	$142,000.00				$142,000.00
1	13	English Learners Foster Youth Low Income	Find ways to engage and connect with all students and families	$8,618.00				$8,618.00
1	14	All Low Income	Address school attendance for disengaged students	$35,042.00				$35,042.00
1	15	English Learners	Support English Language Development for English Learners	$7,440.00				$7,440.00
1	16	English Learners	Support English Language Development of English Learners	$197,427.00				$197,427.00
1	17	English Learners Foster Youth Low Income	Provide access to school counselors to strengthen student engagement and school connectedness	$255,844.00				$255,844.00
1	18	English Learners Foster Youth Low Income	Continue position of Director of Student Support and Safety	$36,469.00				$36,469.00
2	1	All	Codify an application process for selecting participants of District wide committees					
2	2	All	Strengthen teacher leadership and support models	$322,225.00				$322,225.00
2	3	All	Build out a new website and provide ongoing site maintenance	$15,994.00				$15,994.00
2	4	All	Increase frequency and type of feedback	$32,374.00				$32,374.00
3	1	Students with Disabilities	Continue increased behaviorist and psychologist support	$28,074.00				$28,074.00
3	2	All	Find ways to integrate our progressive child nutrition program with the instructional program.	$334,936.00				$334,936.00
3	3	All	Update our PE programs to ensure an inclusive program that fosters a life-long commitment to physical fitness, a love of the outdoors, and encourages healthy, active lifestyles that include activities, such as walking, hiking, biking, etc.	$396,109.00				$396,109.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	All	Address the self-care needs of staff					
3	5	All	Continue to work on physical safety issues such as surveillance, preparation for earthquakes, fire, evacuation, etc.	$1,771,625.00				$1,771,625.00
3	6	All	Repairs, renovation, and modernization of facilities at all sites as outlined in the board-approved Master Plan for Measure S bond fund:					
4	1	All	Provide field trips and experiences related to this goal	$30,000.00				$30,000.00
4	2	All	Support participation of staff, students, and parents in the Environmental Education and Action Committee (EEAC)	$9,000.00				$9,000.00
4	3	All	Continue membership in the Green Schools National Network	$5,000.00				$5,000.00
4	4	All	Provide Professional Development to staff in this area	$35,000.00				$35,000.00
4	5	All	Design new outdoor learning spaces, including playgrounds and outdoor classrooms					
4	6	All	Continue to develop Career Technical Education (CTE) Pathways	$474,639.00	$71,475.00			$546,114.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$978,860.00	$978,860.00
LEA-wide Total:	$793,200.00	$793,200.00
Limited Total:	$8,618.00	$8,618.00
Schoolwide Total:	$177,042.00	$177,042.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	6	Continue the development of Multi-Tiered Systems of Support at all grade levels	LEA-wide	English Learners Foster Youth Low Income	All Schools	$296,020.00	$296,020.00
1	12	Continue to provide Staff Development with the Teachers College Reading and Writing Project	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, OHES, ROES K-5	$142,000.00	$142,000.00
1	13	Find ways to engage and connect with all students and families	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$8,618.00	$8,618.00
1	14	Address school attendance for disengaged students	Schoolwide	Low Income	Specific Schools: MCMS	$35,042.00	$35,042.00
1	15	Support English Language Development for English Learners	LEA-wide	English Learners	All Schools	$7,440.00	$7,440.00
1	16	Support English Language Development of English Learners	LEA-wide	English Learners	All Schools	$197,427.00	$197,427.00
1	17	Provide access to school counselors to strengthen student engagement and	LEA-wide	English Learners Foster Youth Low Income	All Schools	$255,844.00	$255,844.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		school connectedness					
1	**18**	Continue position of Director of Student Support and Safety	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,469.00	$36,469.00

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:		

TO:	**MEMBERS, BOARD OF EDUCATION**

FROM: **DR. ANTHONY W. KNIGHT, SUPERINTENDENT**

DATE: **JUNE 15, 2021**

SUBJECT: **B.1.b.** **PUBLIC HEARING AND BOARD REVIEW: PROPOSED 2021-2022 OAK PARK UNIFIED SCHOOL DISTRICT ANNUAL BUDGET**

<div align="right">PUBLIC HEARING/DISCUSSION</div>

ISSUE: Shall the Board hold a public hearing and review the proposed 2021-2022 Oak Park Unified School District annual operating budget?

BACKGROUND: On May 14, 2021 Governor Newsom presented his May Revision to the proposed 2021-2022 state budget. The impact of the May Revision on the District's proposals for its Local Control Funding Formula (LCFF) budget and accompanying Local Control and Accountability Plan (LCAP) will be the subject of this public hearing and Board review.

At this evening's meeting, after a public hearing on the 2021-2022 LCAP, a public hearing will be held pursuant to Education Codes Section 42103 and Section 42127(a)(2) to solicit the recommendations and comments of the public regarding the proposed 2021-2022 OPUSD budget. Staff will provide an update and recommendation based on the most current information available, including LCAP recommendations, local budget assumptions, enrollment and staffing projections, and revenue and expenditure forecasts. The 2021-2022 proposed Budget is based upon revenue projections reflecting information received from the Governor's revised 2021-2022 budget proposal. Final State budget numbers are not available at the time of this writing. The proposed 2021-2022 Oak Park Unified School District budget may be accessed at the following link: **www.opusd.org/ProposedBudget.** The presentation on the proposed budget follows for the board's review.

Adoption of the District's 2021-2022 LCAP and Annual Operating Budget is scheduled for the June 22, 2021 meeting of the Board of Education.

FISCAL IMPACT: Final approval at the Board's June 22, 2021 meeting of the District's 2021-2022 LCAP and Annual Operating Budget, will provide the instructional and programmatic direction for the District, as well as the supporting financial spending plan, for the 2021-2022 school year.

RECOMMENDATION: None – for information, discussion, and receipt of public comment only.

Prepared by: Byron Jones, Director, Fiscal Services
Adam Rauch Assistant Superintendent, Business and Administrative Services

Respectfully submitted:

_____
Anthony W. Knight, Ed.D.
Superintendent

Estimated Actuals vs Adopted Budget

REVENUE DETAIL	UNRESTRICTED				RESTRICTED				COMBINED			
	Second Interim 2020-21	Estimated Adopted Budget 2021-22	Adopted Budget 2021-22	Difference Est. vs Adopted	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted
LCFF Revenue Sources (8010-8099)	38,862,522	38,874,537	40,799,857	1,925,320	-	-	-	-	38,862,522	38,874,537	40,799,857	1,925,320
Federal Revenue (8100-8299)	-	-	-	-	2,343,641	2,630,937	1,047,038	(1,583,899)	2,343,641	2,630,937	1,047,038	(1,583,899)
Other State Revenues (8300-8599)	859,140	873,069	862,803	(10,266)	716,331	2,142,093	2,813,327	671,234	1,575,471	3,015,162	3,676,130	660,968
Other Local Revenue (8600-8799)	489,840	526,681	128,405	(398,276)	3,279,426	3,674,009	3,430,901	(243,108)	3,769,266	4,200,690	3,559,306	(641,384)
Total Revenues	**40,211,502**	**40,274,287**	**41,791,065**	**1,516,778**	**6,339,398**	**8,447,039**	**7,291,266**	**(1,155,773)**	**46,550,900**	**48,721,326**	**49,082,331**	**361,005**

Expenditure Detail												
SALARIES & BENEFITS (1000-3999)	UNRESTRICTED				RESTRICTED				COMBINED			
	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted
Total Certificated Salaries(1000-1999)	20,041,359	19,101,087	21,010,751	(1,909,664)	2,617,575	3,567,543	2,319,070	1,248,473	22,658,934	22,668,630	23,329,821	(661,191)
Total Classified Salaries (2000-2999)	3,929,772	3,855,232	4,598,823	(743,591)	2,740,021	2,829,799	3,051,564	(221,765)	6,669,793	6,685,031	7,650,387	(965,356)
Total Employee Benefits (3000-3999)	8,433,502	8,415,617	9,463,388	(1,047,771)	1,871,058	1,908,953	1,965,450	(56,497)	10,304,560	10,324,570	11,428,838	(1,104,268)
Total Salaries & Benefits	**32,404,633**	**31,371,936**	**35,072,962**	**(3,701,026)**	**7,228,654**	**8,306,295**	**7,336,084**	**970,211**	**39,633,287**	**39,678,231**	**42,409,046**	**(2,730,815)**

BOOKS AND SUPPLIES (4000-4999)	UNRESTRICTED				RESTRICTED				COMBINED			
	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted
Approved Textbooks (4100)	-	-	6,000	(6,000)	416,637	397,940	436,681	(38,741)	416,637	397,940	442,681	(44,741)
Other Books and Reference Materials (4200)	66,000	6,000	38,701	(32,701)	91,462	164,208	10,000	154,208	157,462	170,208	48,701	121,507
Materials and Supplies (4300)	304,268	261,164	413,412	(152,248)	799,667	841,212	524,324	316,888	1,103,935	1,102,376	937,736	164,640
Non-Capitalized Equipment (4400)	1,876	1,876	2,000	(124)	190,423	464,192	436,549	27,643	192,299	466,068	438,549	27,519
Total Books and Supplies	**372,144**	**269,040**	**460,113**	**(191,073)**	**1,498,189**	**1,867,552**	**1,407,554**	**459,998**	**1,870,333**	**2,136,592**	**1,867,667**	**268,925**

SERVICES AND OTHER OPERATING EXPENSES (5000-5999)	UNRESTRICTED				RESTRICTED				COMBINED			
	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted
Travel and Conference (5200)	27,766	15,517	67,874	(52,357)	58,933	40,453	48,224	(7,771)	86,699	55,970	116,098	(60,128)
Dues and Memberships (5300)	41,176	39,280	43,893	(4,613)	-	-			41,176	39,280	43,893	(4,613)
Insurance (5400-5450)	478,762	478,762	591,180	(112,418)	6,264	6,264		6,264	485,026	485,026	591,180	(106,154)
Gas Utility Service (5510)	26,035	32,595	33,293	(698)	-	-	-	-	26,035	32,595	33,293	(698)
Electric Utility Service (5520)	153,379	113,379	156,661	(43,282)	-	-	-	-	153,379	113,379	156,661	(43,282)
Water Utility Service (5540)	257,704	247,704	263,219	(15,515)	-	-	-	-	257,704	247,704	263,219	(15,515)
Trash / Sewer Services (5560)	188,850	180,850	192,891	(12,041)	-	-	-	-	188,850	180,850	192,891	(12,041)
Rents, Leases, and Repairs (5600)	57,824	52,235	21,755	30,480	362,762	455,977	425,000	30,977	420,586	508,212	446,755	61,457
Professnl/Consult Serv & Opera (5800)	151,051	65,489	76,500	(11,011)	-	-	-	-	151,051	65,489	76,500	(11,011)
Other Operating Expense (5820)	917,722	1,258,913	1,007,464	251,449	619,532	728,781	705,810	22,971	1,537,254	1,987,694	1,713,274	274,420
Legal Fees (5899)	220,986	179,829	177,000	2,829	10,000	-	5,000	(5,000)	230,986	179,829	182,000	(2,171)
Telephone and Communications (5900)	126,328	133,653	128,233	5,420	4,770	5,270	2,500	2,770	131,098	138,923	130,733	8,190
Total Services and Other Operating Expenditures	**2,647,583**	**2,798,206**	**2,759,963**	**38,243**	**1,062,261**	**1,236,745**	**1,186,534**	**50,211**	**3,709,844**	**4,034,951**	**3,946,497**	**88,454**

CAPITAL OUTLAY (6000-6999)	UNRESTRICTED				RESTRICTED				COMBINED			
	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted
Main Construction-Buildings (6209)	-	-	-	-	-	-	-	-	-	-	-	-
Equipment Replacement $5000+ (6500)	-	-	-	-	-	122,763	-	122,763	-	122,763	-	122,763
Total Capital Outlay	**-**	**-**	**-**	**-**	**-**	**122,763**	**-**	**122,763**	**-**	**122,763**	**-**	**122,763**

OTHER OUTGO (7100-7299, 7400-7499, & 7300-7399)	UNRESTRICTED				RESTRICTED				COMBINED			
	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted
Excess Costs payments to Other (7141)	-	-	-	-	303,264	190,785	228,000	(37,215)	303,264	190,785	228,000	(37,215)
Excess Costs payments to County (7142)	52,703	52,703	52,703	-	153,000	123,916	106,665	17,251	205,703	176,619	159,368	17,251
Debt Service - Interest (7438)	8,771	8,771	8,771	-	-	-	-	-	8,771	8,771	8,771	-
Debt Service - Principal (7439)	49,300	49,300	49,300	-	-	-	-	-	49,300	49,300	49,300	-
Transfers of Indirect Costs (7310)	(1,083)	(1,599)	(20,202)	18,603	1,083	1,599	20,202	(18,603)	-	-	-	-
Transfers of Indirect Costs (7350) (Club)	-	-	(147,020)	147,020	-	-	-	-	-	-	(147,020)	147,020
Other Outgo Total	**109,691**	**109,175**	**(56,448)**	**165,623**	**457,347**	**316,300**	**354,867**	**(38,567)**	**567,038**	**425,475**	**298,419**	**127,056**

	UNRESTRICTED				RESTRICTED				COMBINED			
	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted
Total Expenditures	**35,534,051**	**34,548,357**	**38,236,590**	**(3,688,233)**	**10,246,451**	**11,849,655**	**10,285,039**	**1,564,616**	**45,780,502**	**46,398,012**	**48,521,629**	**(2,123,617)**
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES	**4,677,451**	**5,725,930**	**3,554,475**		**(3,907,053)**	**(3,402,616)**	**(2,993,773)**		**770,398**	**2,323,314**	**560,702**	

OTHER FINANCING SOURCES	UNRESTRICTED				RESTRICTED				COMBINED			
	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted
Transfer In	-	-	-	-	-	-	-	-	-	-	-	-
Transfer Out (7611): GF to Fund 120 (Club)	386,504	377,624	-	377,624	-	-	-	-	386,504	377,624	-	377,624
Transfer Out (7616): GF to Fund 130 (CNS)	337,103	341,219	-	341,219	110,608	110,608	-	110,608	447,711	451,827	-	451,827
Transfer Out (7612): GF to Fund 170 (Special Reserve)	200,000	200,000	-	200,000	-	-	-	-	200,000	200,000	-	200,000
Contributions (8980)	(3,728,832)	(3,198,381)	(3,351,155)	(152,774)	3,728,832	3,198,381	3,351,155	152,774	-	-	-	-
Total Other Financincg Sources	**(4,652,439)**	**(4,117,224)**	**(3,351,155)**	**766,069**	**3,618,224**	**3,087,773**	**3,351,155**	**263,382**	**(1,034,215)**	**(1,029,451)**	**-**	**1,029,451**
NET INCREASE (DECREASE) IN FUND BALANCE	**25,012**	**1,608,706**	**203,320**		**(288,829)**	**(314,843)**	**357,382**		**(263,817)**	**1,293,863**	**560,702**	

FUND BALANCE RESERVES	UNRESTRICTED				RESTRICTED				COMBINED			
	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted budget 2021-22		Second Interim 2020-21	Estimated Actuals 2020-21	Adopted budget 2021-22	Difference	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted budget 2021-22	Difference
Beginning Fund Balance (July 1)	632,062	632,062	2,240,768		473,035	473,035	158,192		1,105,097	1,105,097	2,398,960	
Ending Balance (June 30)	**657,074**	**2,240,768**	**2,444,088**		**184,206**	**158,192**	**515,574**		**841,280**	**2,398,960**	**2,959,662**	

COMPONENTS OF FUND/ENDING BALANCE	UNRESTRICTED				RESTRICTED				COMBINED			
	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted budget 2021-22		Second Interim 2020-21	Estimated Actuals 2020-21	Adopted budget 2021-22		Second Interim 2020-21	Estimated Actuals 2020-21	Adopted budget 2021-22	
·Restricted	-	-	-		184,206	158,192	515,574		184,206	158,192	515,574	
·Assigned												
· Unfunded Liabilities	200,000	-	100,000		-	-	-		200,000	-	100,000	
· Potential Transfer to Fund 120 & 130	-	-	100,000		-	-	-		-	-	100,000	
· Potential Transfer to Fund 170 (REU) 7.5%	-	-	2,000,000		-	-	-		-	-	2,000,000	
					-	-	-					
·Unassigned	457,074	2,240,768	244,088		-	-	-		457,074	2,240,768	244,088	
Fund 17: Special Reserve Fund (REU)	1,659,722	1,662,083	1,662,083		-	-	-		1,659,722	1,662,083	1,662,083	
Total Available Amount	**2,116,796**	**3,902,851**	**3,906,171**		**-**	**-**	**-**		**2,116,796**	**3,902,851**	**3,906,171**	
Total Available Reserves by Percent	**4.36%**	**8.23%**	**8.05%**									

Available Unrestricted Reserve Meets 3% Standard? $1,455,649	Yes	Yes	Yes

Multi-Year Projection

General Fund	2021-22 Adopted Budget Combined	2022-23 Projection Combined	2023-24 Projection Combined
Revenues and Other Financing Sources			
LCFF Revenue	$ 40,799,857	$ 39,944,095	$ 40,676,584
Federal Revenue	$ 1,047,038	$ 1,018,078	$ 1,018,078
State Revenue	$ 3,676,130	$ 1,260,336	$ 1,266,460
Local Revenue	$ 3,559,306	$ 3,670,466	$ 3,670,466
Contributions (SPED/Maint)	$ -	$ -	$ -
Total Revenue	**$ 49,082,331**	**$ 45,892,975**	**$ 46,631,588**
Expenditures and Other Financing Uses			
Certificated Salaries	$ 23,329,821	$ 23,062,167	$ 23,030,504
Classified Salaries	$ 7,650,387	$ 7,139,374	$ 7,121,701
Benefits	$ 11,428,838	$ 12,116,800	$ 12,213,506
Books and Supplies	$ 1,867,667	$ 1,137,066	$ 1,066,927
Services and Operating	$ 3,946,497	$ 3,823,501	$ 3,767,841
Capital Outlay	$ -	$ -	$ -
Other Outgo	$ 298,419	$ 298,439	$ 298,419
Other Financing Uses: Transfers Out	$ -	$ -	$ -
Total Expenditures & Transfers Out	**$ 48,521,629**	**$ 47,577,347**	**$ 47,498,898**
Net Increase (Decrease) in Fund Balance	**$ 560,702**	**$ (1,684,372)**	**$ (867,310)**
Fund Balance			
Beginning Fund Balance: July 1	$ 2,398,960	$ 2,959,662	$ 1,275,290
Ending Fund Balance: June 30	$ 2,959,662	$ 1,275,290	$ 407,980
Components of Fund Balance			
·Restricted	$ 515,574	$ 131,714	$ 34,438
·Assigned (Unfunded Liabilities & Potential Transfers)	$ 2,200,000	$ 200,000	$ 200,000
·Unassigned Ending Fund Balance	$ 244,088	$ 943,576	$ 173,542
Fund 17: Special Reserve Fund (REU)	$ 1,662,083	$ 1,662,083	$ 1,662,083
Total Available Unrestricted Reserves Amount	$ 3,906,171	$ 2,605,659	$ 1,835,625
Required 3% REU	$ 1,455,649	$ 1,427,320	$ 1,424,967
Total Available Reserves by Percent	**8.05%**	**5.48%**	**3.86%**
Available Reserve Meets Standard	**Yes**	**Yes**	**Yes**

Multi-Year Projection Assumptions	2021-22 Adopted Budget	2022-23 Projection	2023-24 Projection
Statutory COLA - LCFF	1.70%	2.48%	3.11%
Funded COLA[1]	5.07%	2.48%	3.11%
Enrollment[2]	4321	4265	4217
P2 ADA (Projection)	4176.3	4122.38	4075.79
Funded ADA[3]	4373.24	4176.3	4122.38
Funding Per ADA - LCFF	$9,316	$9,551	$9,853
Attendance Factor	96.65%	96.65%	96.65%
Unduplicated % (3 Year Rolling Average)	11.21%	11.25%	11.37%
LCFF Supplemental	$894,674	$878,966	$904,420
Lottery-Unrestricted (Per ADA)	$150	$150	$150
Lottery-Restricted (Per ADA)	$49	$49	$49
Certificated FTEs	211.6	209.6	207.6
CalSTRS Employer Rates[4]	16.92%	19.10%	19.10%
CalPERS Employer Rates	22.91%	26.10%	27.10%
Unemployment Insurance Rate	1.23%	0.20%	0.20%
CPI	3.84%	2.40%	2.23%

Additional Notes: The only included assumptions from the Governor's budget proposal are the impact of the projected funded COLA. If included in the Governor's budget, the Legislature's budget proposal would provide additional relief on the General Fund. The Expanded Learning Opportunities Grant expenditures are included in the 2021-22 budget.

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[1]Department of Finance and School Services of California project the same funded COLA for all 3 years of the MYP.

[2]Enrollment projections have been increased from Second Interim projections (2021-22: 4261 & 2022-23: 4155)

[3]2021-22 ADA is based on 2019-20 ADA versus the 2020-21 ADA (4209.05) creating an

[4]Temporary relief of employer contribution rates for CalPERS and CalSTRS expire in 2022-23. The Legislature's budget proposal includes $2.8B in pension relief.

Budget Proposal 2021-22
Study Session
Oak Park Unified

June 15, 2021

Oak Park
UNIFIED SCHOOL DISTRICT

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Budget Cycle

We Are Here

July — Start of Fiscal Year 2021-22

September — Unaudited Actual Results 2020-21

December — 1st Interim Financial Report

January — Governor's 2022-23 Budget Proposal

March — 2nd Interim Financial Report

April — Preliminary LCAP/Budget

May — May Revise

June — Adopt LCAP & Budget

Budget Reporting Cycle
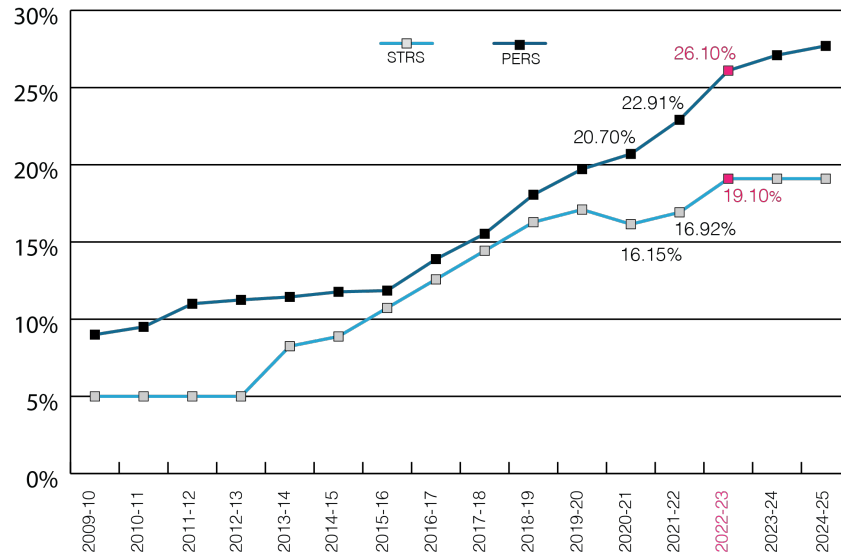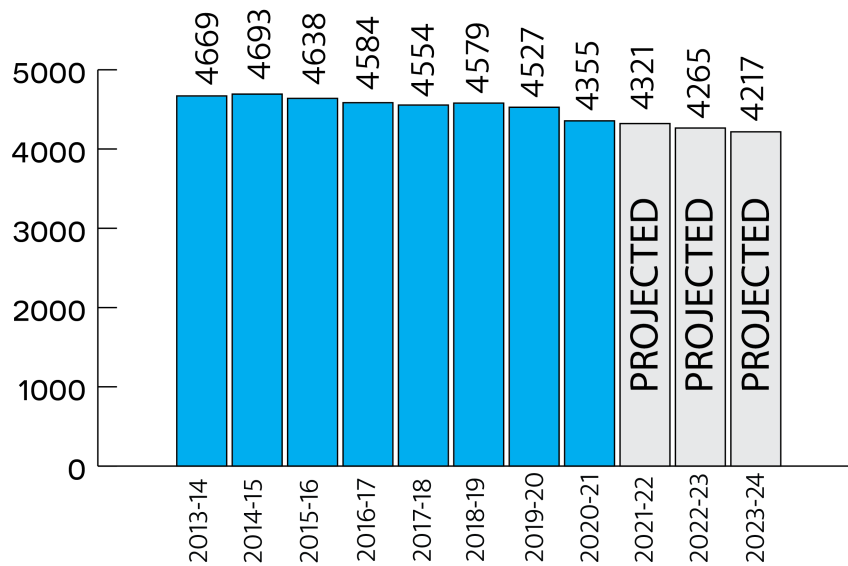
Oak Park
UNIFIED SCHOOL DISTRICT
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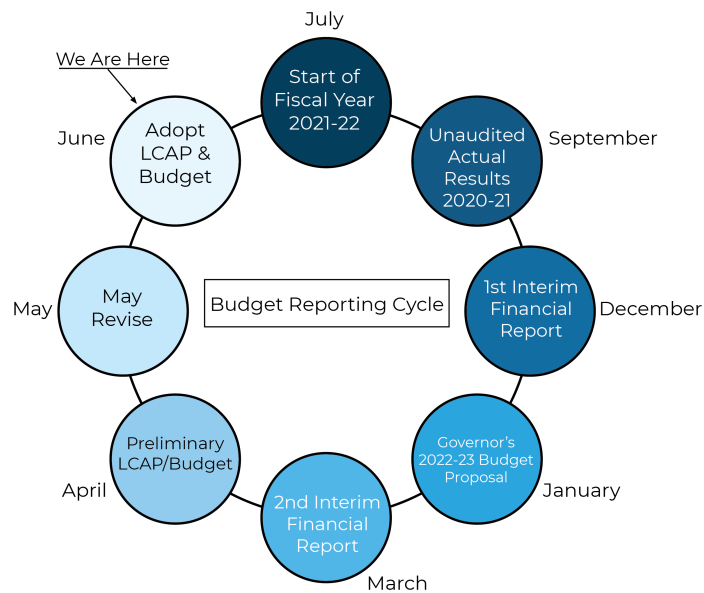
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Employer Contribution Rates
CalPERS & CalSTRS

3

Historical Enrollment

4

Coronavirus Funds

Received/Expensed

Learning Loss Mitigation Funds: $1,491,386
GEER: $145,824
Coronavirus Relief Funds (CRF): $1,345,562

Elementary and Secondary School Emergency Relief II (ESSER II): $264,124

SB117: $76,957

SB 86: $3,975,463
In-Person Instruction Grant: $1,278,583

Elementary and Secondary School Emergency Relief I (ESSER I): $70,938

Budgeted for 2021-22

Elementary and Secondary School Emergency Relief III (ESSER III): $598,459

SB 86: $3,975,463
Expanded Learning Opportunities Grant: $2,696,880

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Budget Assumptions

Enrollment	2018-19 Census	2019-20 Census	2020-21 Census	2021-22 Projected	2022-23 Projected	2023-24 Projected
Student Enrollment	4579	4527	4355	4321	4265	4217
Difference from Prior Year	-5	-52	-172	-34	-56	-48

Factor	2018-19	2019-20	2020-21	2021-22 Projected	2022-23 Projected	2023-24 Projected
LCFF COLA	3.70%	3.26%	0.00%	5.07% (3.84%[1])	2.48% (1.28%[1])	3.11%% (1.61%[1])
Unduplicated Percentage (3 yr)	11.50%	11.89%	11.61%	11.21%	11.25%	11.37%

[1]Initial COLA projections in January

Factor	2018-19	2019-20	2020-21	2021-22 Projected	2022-23 Projected	2023-24 Projected
ADA	4428.10	4373.24 [1]	4209.05 [2]	4176.30	4122.38	4075.79
Funded ADA	4428.10	4428.10	4373.24 [1]	4373.24 [1]	4176.30	4122.38
Funding Per ADA	$8,598	$8,885	$8,874	$9,316	$9,551	$9,853

[1]Hold harmless ADA

[2]Difference in revenue from 4209.05 ADA and 4373.24 hold harmeless ADA is approximately $1,529,594 (This is considered one-time revenue, as it adjusts in 2022-23.)

10-Year ADA Percentage: 96.65%

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Projected Revenue
Unrestricted

UNRESTRICTED				
REVENUE DETAIL	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted
LCFF Revenue Sources (8010-8099)	$ 38,862,522	$ 38,874,537	$ 40,799,857	$ 1,925,320
Federal Revenue (8100-8299)	$ -	$ -	$ -	$ -
Other State Revenues (8300-8599)	$ 859,140	$ 873,069	$ 862,803	$ (10,266)
Other Local Revenue (8600-8799)	$ 489,840	$ 526,681	$ 128,405	$ (398,276)
Total Revenues	**$ 40,211,502**	**$ 40,274,287**	**$ 41,791,065**	**$ 1,516,778**

Revenue based on 2019-20 Hold Harmless ADA with a 5.07% Mega COLA applied.

Reduction is attributed to receiving a one-time dividend from our JPA in 2020-21 ($272,167). Will budget donations and other local revenue when received, as *actuals*.

Oak Park UNIFIED SCHOOL DISTRICT

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Projected Revenue
Restricted

RESTRICTED				
REVENUE DETAIL	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted
LCFF Revenue Sources (8010-8099)	$ -	$ -	$ -	$ -
Federal Revenue (8100-8299)	$ 2,343,641	$ 2,630,937	$ 1,047,038	$ (1,583,899)
Other State Revenues (8300-8599)	$ 716,331	$ 2,142,093	$ 2,813,327	$ 671,234
Other Local Revenue (8600-8799)	$ 3,279,426	$ 3,674,009	$ 3,430,901	$ (243,108)
Total Revenues	**$ 6,339,398**	**$ 8,447,039**	**$ 7,291,266**	**$ (1,155,773)**

Received over $1.5M in one-time/non continuing Federal Coronavirus Relief Funds in 2020-21.

Expanded Learning Opportunity Grant $539,000

This amount will increase throughout the year as school site donations are received. They are budgeted as *actuals* when received.

Oak Park UNIFIED SCHOOL DISTRICT

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Projected Revenue
Combined

COMBINED				
REVENUE DETAIL	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted
LCFF Revenue Sources (8010-8099)	$ 38,862,522	$ 38,874,537	$ 40,799,857	$ 1,925,320
Federal Revenue (8100-8299)	$ 2,343,641	$ 2,630,937	$ 1,047,038	$ (1,583,899)
Other State Revenues (8300-8599)	$ 1,575,471	$ 3,015,162	$ 3,676,130	$ 660,968
Other Local Revenue (8600-8799)	$ 3,769,266	$ 4,200,690	$ 3,559,306	$ (641,384)
Total Revenues	**$ 46,550,900**	**$ 48,721,326**	**$ 49,082,331**	**$ 361,005**

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Projected Revenue
Combined

LCFF: $40,799,857 (83.13%)

Federal: $1,047,038 (2.13%)

Other State: $3,676,130 (7.49%)

Other Local: $3,559,306 (7.25%)
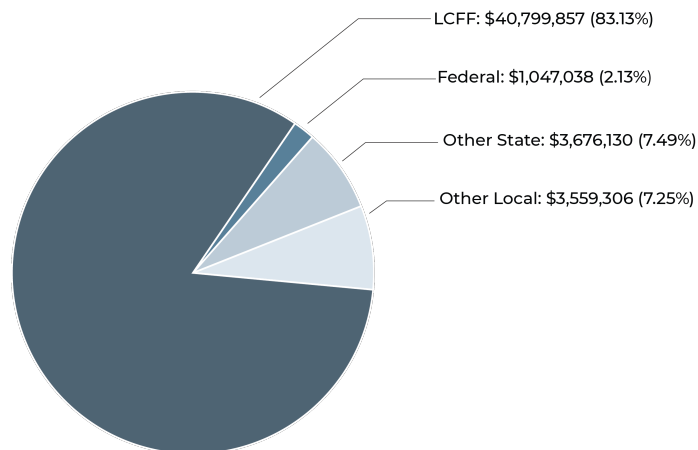
Total Combined Revenue: $49,082,331

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Projected Expenditures
Unrestricted

EXPENDITURE DETAIL	UNRESTRICTED			
	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted
Certificated Salaries (1000-1999)	$ 20,041,359	$ 19,101,087	$ 21,010,751	$ (1,909,664)
Classified Salaries (2000-2999)	$ 3,929,772	$ 3,855,232	$ 4,598,823	$ (743,591)
Benefits (3000-3999)	$ 8,433,502	$ 8,415,617	$ 9,463,388	$ (1,047,771)
Total Books and Supplies (4000-4999)	$ 372,144	$ 269,040	$ 460,113	$ (191,073)
Total Services and Other Operating Expenditures (5000-5999)	$ 2,647,583	$ 2,798,206	$ 2,759,963	$ 38,243
Total Capital Outlay (6000-6999)	$ -	$ -	$ -	$ -
Other Outgo Total (7100-7299, 7400-7499, & 7300-7399)	$ 109,691	$ 109,175	$ (56,448)	$ 165,623
Total Expenditures	**$ 35,534,051**	**$ 34,548,357**	**$ 38,236,590**	**$ (3,688,233)**

-Step n' Column Increase: $284,063
-Stipends & Substitute Increases: $245,019
-Director (Student Support): $137,623
-MS Dean: $104,536
-Measure S Salaries back to GF: $96,316
-1 FTE of 6/5s: $86,500
-0.5 FTE Counselor (ROES): $42,000
-12 Days Added to Director Contract: $8,051
-In-Person Instruction Grant/One-time funds to offset certificated salary: $865,583

-Campus Supervisors: $347,959
-Measure S Salaries back to GF: $107,864
-Districtwide Head Custodian: $64,817
-Accounting Assistant: $50,030 (Moved out of Club OP)
-Department Secretary: $53,638 (Moved out of Club OP)
-3 Elementary Office Managers 10.5 to 11 months : $6,428 (total)

-CalSTRS Increase: $322,941
-CalPERS Increase: $179,432
-State Unemployment Insurance: $290,650
-Health & Welfare: $157,235

-Decrease due to charging Indirect Costs to The Club ($147,020)

Oak Park UNIFIED SCHOOL DISTRICT
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Projected Expenditures
Unrestricted

Benefits: $9,463,388 (24.75%)
Books & Supplies: $460,113 (1.20%)
Services & Other Operating: $2,759,963 (7.22%)
Classified Salaries: $4,598,823 (12.03%)
Other Outgo: -$56,448 (-0.15%)
Capital Outlay: $0.00
Certificated Salaries: $21,010,751 (54.95%)
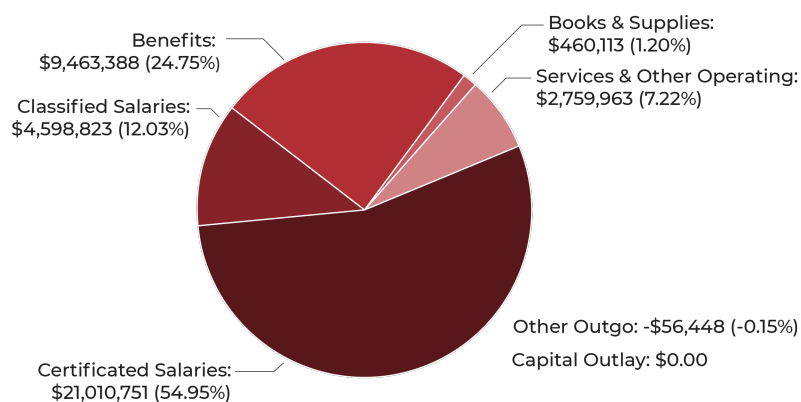
Total Unrestricted Expenditures: $38,236,590
91.73% of Expenditures Pays Employee Salaries and Benefits

Oak Park UNIFIED SCHOOL DISTRICT
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Projected Expenditures
Restricted

RESTRICTED				
EXPENDITURE DETAIL	**Second Interim 2020-21**	**Estimated Actuals 2020-21**	**Adopted Budget 2021-22**	**Difference Est. vs Adopted**
Certificated Salaries (1000-1999)	$ 2,617,575	$ 3,567,543	$ 2,319,070	$ 1,248,473
Classified Salaries (2000-2999)	$ 2,740,021	$ 2,829,799	$ 3,051,564	$ (221,765)
Benefits (3000-3999)	$ 1,871,058	$ 1,908,953	$ 1,965,450	$ (56,497)
Total Books and Supplies (4000-4999)	$ 1,498,189	$ 1,867,552	$ 1,407,554	$ 459,998
Total Services and Other Operating Expenditures (5000-5999)	$ 1,062,261	$ 1,236,745	$ 1,186,534	$ 50,211
Total Capital Outlay (6000-6999)	$ -	$ 122,763	$ -	$ 122,763
Other Outgo Total (7100-7299, 7400-7499, & 7300-7399)	$ 457,347	$ 316,300	$ 354,867	$ (38,567)
Total Expenditures	**$ 10,246,451**	**$ 11,849,655**	**$ 10,285,039**	**$ 1,564,616**

Reduction attributed to:
-In-Person Instruction Grant/One-time funds: $865,583
-1.0 FTE Safety Coordinator: $103,000
-.5 FTE Nurse: $38,421
-Reduced salaries to OPIS from CRF Funds: $112,000

Increase attributed to:
-Expanded Learning Opportunity Grant Classified Salaries: $676,733

This will increase throughout the year as Donation revenue is budgeted.

Oak Park UNIFIED SCHOOL DISTRICT
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Projected Expenditures
Restricted

Benefits: $1,965,450 (19.11%)
Books & Supplies: $1,407,554 (13.69%)
Classified Salaries: $3,051,564 (29.67%)
Services & Other Operating: $1,186,534 (11.54%)
Other Outgo: $354,867 (3.45%)
Capital Outlay: $0.00
Certificated Salaries: $2,319,070 (22.55%)
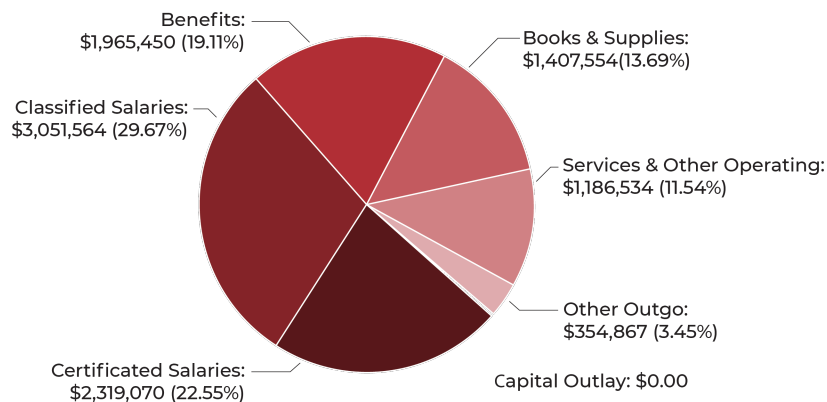
Total Restricted Expenditures: $10,285,039
71.33% of Expenditures Pays Employee Salaries and Benefits

Oak Park UNIFIED SCHOOL DISTRICT
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Projected Expenditures
Combined

COMBINED				
EXPENDITURE DETAIL	**Second Interim 2020-21**	**Estimated Actuals 2020-21**	**Adopted Budget 2021-22**	**Difference Est. vs Adopted**
Certificated Salaries (1000-1999)	$ 22,658,934	$ 22,668,630	$ 23,329,821	$ (661,191)
Classified Salaries (2000-2999)	$ 6,669,793	$ 6,685,031	$ 7,650,387	$ (965,356)
Benefits (3000-3999)	$ 10,304,560	$ 10,324,570	$ 11,428,838	$ (1,104,268)
Total Books and Supplies (4000-4999)	$ 1,870,333	$ 2,136,592	$ 1,867,667	$ 268,925
Total Services and Other Operating Expenditures (5000-5999)	$ 3,709,844	$ 4,034,951	$ 3,946,497	$ 88,454
Total Capital Outlay (6000-6999)	$ -	$ 122,763	$ -	$ 122,763
Other Outgo Total (7100-7299, 7400-7499, & 7300-7399)	$ 567,038	$ 425,475	$ 298,419	$ 127,056
Total Expenditures	**$ 45,780,502**	**$ 46,398,012**	**$ 48,521,629**	**$ (2,123,617)**

Oak Park
UNIFIED SCHOOL DISTRICT
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Projected Expenditures
Combined

Benefits:
$11,428,838 (23.55%)

Books & Supplies:
$1,867,667 (3.85%)

Classified Salaries:
$7,650,387 (15.77%)

Services & Other Operating:
$3,946,497 (8.13%)

Other Outgo:
$298,419 (0.62%)

Capital Outlay: $0.00

Certificated Salaries:
$23,329,821 (48.08%)
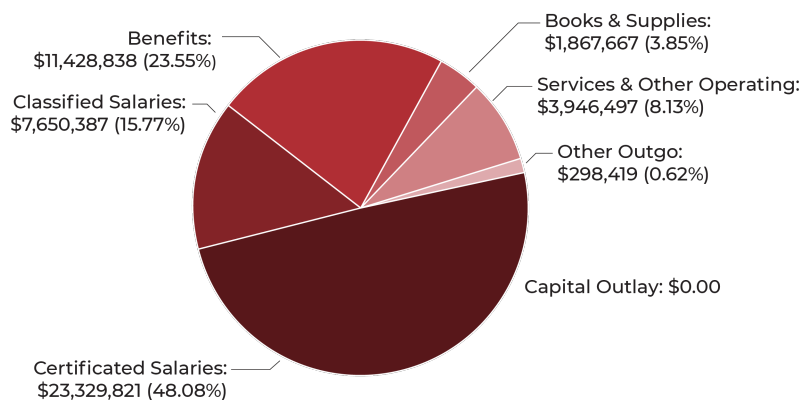
Total Combined Expenditures: $48,521,629
87.40% of Expenditures Pays Employee Salaries and Benefits

Oak Park
UNIFIED SCHOOL DISTRICT
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Projected Other Financing Sources
Unrestricted

UNRESTRICTED				
OTHER FINANCING SOURCES	**Second Interim 2020-21**	**Estimated Actuals 2020-21**	**Adopted Budget 2021-22**	**Difference Est. vs Adopted**
Transfer In	$ -	$ -	$ -	$ -
Transfer Out (7611): GF to Fund 120 (Club)	$ 386,504	$ 377,624	$ -	$ 377,624
Transfer Out (7616): GF to Fund 130 (CNS)	$ 337,103	$ 341,219	$ -	$ 341,219
Transfer Out (7612): GF to Fund 170 (Special Reserve)	$ 200,000	$ 200,000	$ -	$ 200,000
Contributions (8980)	$ (3,728,832)	$ (3,198,381)	$ (3,351,155)	$ (152,774)
Total Other Financing Sources	**$ (4,652,439)**	**$ (4,117,224)**	**$ (3,351,155)**	**$ 766,069**

No budgeted *Transfers Out*. There is an *assignment* in the Ending Fund Balance in case a transfer is needed ($100K).

Oak Park
UNIFIED SCHOOL DISTRICT
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Projected Other Financing Sources
Restricted

RESTRICTED				
OTHER FINANCING SOURCES	**Second Interim 2020-21**	**Estimated Actuals 2020-21**	**Adopted Budget 2021-22**	**Difference Est. vs Adopted**
Transfer In	$ -	$ -	$ -	$ -
Transfer Out (7611): GF to Fund 120 (Club)	$ -	$ -	$ -	$ -
Transfer Out (7616): GF to Fund 130 (CNS)	$ 110,608	$ 110,608	$ -	$ 110,608
Transfer Out (7612): GF to Fund 170 (Special Reserve)	$ -	$ -	$ -	$ -
Contributions (8980)	$ 3,728,832	$ 3,198,381	$ 3,351,155	$ 152,774
Total Other Financing Sources	**$ 3,618,224**	**$ 3,087,773**	**$ 3,351,155**	**$ 263,382**

Oak Park
UNIFIED SCHOOL DISTRICT
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Projected Other Financing Sources
Combined

	COMBINED			
OTHER FINANCING SOURCES	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Difference Est. vs Adopted
Transfer In	$ -	$ -	$ -	$ -
Transfer Out (7611): GF to Fund 120 (Club)	$ 386,504	$ 377,624	$ -	$ 377,624
Transfer Out (7616): GF to Fund 130 (CNS)	$ 447,711	$ 451,827	$ -	$ 451,827
Transfer Out (7612): GF to Fund 170 (Special Reserve)	$ 200,000	$ 200,000	$ -	$ 200,000
Contributions (8980)	$ -	$ -	$ -	$ -
Total Other Financing Sources	**$ (1,034,215)**	**$ (1,029,451)**	**$ -**	**$ 1,029,451**

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Projected Ending Fund Balance
Reserve for Economic Uncertainty
Estimated Actuals

	UNRESTRICTED			RESTRICTED			COMBINED		
FUND BALANCE AND RESERVE DETAIL	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22
Beginning Fund Balance (July 1)	$ 632,062	$ 632,062	$ 2,240,768	$ 473,035	$ 473,035	158,192.00	$ 1,105,097.00	$ 1,105,097	2,713,803
NET INCREASE (DECREASE) IN FUND BALANCE	$ 25,012	$ 1,608,706	$ 203,320	(288,829)	(314,843)	357,382.00	(263,817.00)	1,319,877	(111,523)
Ending Balance (June 30)	$ 657,074	$ 2,240,768	$ 2,444,088	$ 184,206	$ 158,192	515,574.00	841,280.00	$ 2,424,974	2,602,280
COMPONENTS OF FUND/ENDING BALANCE									
·Restricted	$ -	$ -	$ -	184,206	158,192	$ 515,574.00	$ 184,206.00	$ 184,206	$ 158,192
·Assigned									
· Unfunded Liabilities	$ 200,000	$ -	$ 100,000	$ -	$ -	$ -	$ 200,000.00	$ -	$ 100,000
· Potential Transfer to Fund 120 & 130	$ -	$ -	$ 100,000	$ -	$ -	$ -	$ -	$ -	$ 100,000
· Potential Transfer to Fund 170 (REU) 7.5%	$ -	$ -	$ 2,000,000	$ -	$ -	$ -	$ -	$ -	$ 2,000,000
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
·Unassigned	$ 457,074	$ 2,240,768	$ 244,088	$ -	$ -	$ -	$ 457,074.00	$ 2,240,768	$ 244,088
Fund 17: Special Reserve Fund (REU)	$ 1,659,722	$ 1,662,083	$ 1,662,083	$ -	$ -		$ 1,659,722.00	$ 1,662,083	$ 1,662,083
Total Available Amount	$ 2,116,796	$ 3,902,851	$ 3,906,171	$ -	$ -		$ 2,116,796.00	$ 3,902,851	$ 3,906,171
Total Available Reserves by Percent	4.52%	8.23%	8.05%						
Available Unrestricted Reserve Meets 3% Standard? $1,455,648.87	Yes	Yes	Yes						

Increase in Ending Fund Balance ($1,786,055) is attributed to:
-In-Person Instruction Grant Offset to Unrestricted Salaries: $945,211
-In-Person Instruction Grant Transfer of Covid Testing Costs: $331,666
-Reduction in Substitute Teacher costs and Stipends: $74,689
-Reduction in TRAN Interest: $85,562
-Reduction in Contribution to Special Education: $530,451

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Projected Ending Fund Balance
Reserve for Economic Uncertainty
Proposed Budget

FUND BALANCE AND RESERVE DETAIL	UNRESTRICTED			RESTRICTED			COMBINED		
	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22	Second Interim 2020-21	Estimated Actuals 2020-21	Adopted Budget 2021-22
Beginning Fund Balance (July 1)	$ 632,062	$ 632,062	$ 2,240,768	$ 473,035	$ 473,035	$ 158,192.00	$ 1,105,097.00	$ 1,105,097	$ 2,713,803
NET INCREASE (DECREASE) IN FUND BALANCE	$ 25,012	$ 1,608,706	$ 203,320	$ (288,829)	$ (314,843)	$ 357,382.00	$ (263,817.00)	$ 1,319,877	$ (111,523)
Ending Balance (June 30)	$ 657,074	$ 2,240,768	$ 2,444,088	$ 184,206	$ 158,192	$ 515,574.00	$ 841,280.00	$ 2,424,974	$ 2,602,280
COMPONENTS OF FUND/ENDING BALANCE									
·Restricted	$ -	$ -	$ -	$ 184,206	$ 158,192	$ 515,574.00	$ 184,206.00	$ 184,206	$ 158,192
·Assigned									
· Unfunded Liabilities	$ 200,000	$ -	$ 100,000	$ -	$ -	$ -	$ 200,000.00	$ -	$ 100,000
· Potential Transfer to Fund 120 & 130	$ -	$ -	$ 100,000	$ -	$ -	$ -	$ -	$ -	$ 100,000
· Potential Transfer to Fund 170 (REU) 7.5%	$ -	$ -	$ 2,000,000	$ -	$ -	$ -	$ -	$ -	$ 2,000,000
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
·Unassigned	$ 457,074	$ 2,240,768	$ 244,088	$ -	$ -	$ -	$ 457,074.00	$ 2,240,768	$ 244,088
Fund 17: Special Reserve Fund (REU)	$ 1,659,722	$ 1,662,083	$ 1,662,083	$ -	$ -	$ -	$ 1,659,722.00	$ 1,662,083	$ 1,662,083
Total Available Amount	$ 2,116,796	$ 3,902,851	$ 3,906,171	$ -	$ -		$ 2,116,796.00	$ 3,902,851	$ 3,906,171
Total Available Reserves by Percent	4.52%	8.23%	8.05%						
Available Unrestricted Reserve Meets 3% Standard? $1,455,648.87	Yes	Yes	Yes						

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Multi-Year Projection
Assumptions

Multi-Year Projection Assumptions	2021-22 Adopted Budget	2022-23 Projection	2023-24 Projection
Statutory COLA - LCFF	1.70%	2.48%	3.11%
Funded COLA	5.07%	2.48%	3.11%
Enrollment	4321	4265	4217
P2 ADA (Projection)	4176.3	4122.38	4075.79
Funded ADA	4373.24	4176.3	4122.38
Funding Per ADA - LCFF	$9,316	$9,551	$9,853
Attendance Factor	96.65%	96.65%	96.65%
Unduplicated % (3 Year Rolling Average)	11.21%	11.25%	11.37%
LCFF Supplemental	$894,674	$878,966	$904,420
Lottery-Unrestricted (Per ADA)	$150	$150	$150
Lottery-Restricted (Per ADA)	$49	$49	$49
Certificated FTEs	211.6	209.6	207.6
CalSTRS Employer Rates	16.92%	19.10%	19.10%
CalPERS Employer Rates	22.91%	26.10%	27.10%
Unemployment Insurance Rate	1.23%	0.20%	0.20%
CPI	3.84%	2.40%	2.23%

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Multi-Year Projection

General Fund	2021-22 Adopted Budget Combined	2022-23 Projection Combined	2023-24 Projection Combined
Revenues and Other Financing Sources			
LCFF Revenue	$ 40,799,857	$ 39,944,095	$ 40,676,584
Federal Revenue	$ 1,047,038	$ 1,018,078	$ 1,018,078
State Revenue	$ 3,676,130	$ 1,260,336	$ 1,266,460
Local Revenue	$ 3,559,306	$ 3,670,466	$ 3,670,466
Contributions (SPED/Maint)	$ -	$ -	$ -
Total Revenue	$ 49,082,331	$ 45,892,975	$ 46,631,588
Expenditures and Other Financing Uses			
Certificated Salaries	$ 23,329,821	$ 23,062,167	$ 23,030,504
Classified Salaries	$ 7,650,387	$ 7,139,374	$ 7,121,701
Benefits	$ 11,428,838	$ 12,116,800	$ 12,213,506
Books and Supplies	$ 1,867,667	$ 1,137,066	$ 1,066,927
Services and Operating	$ 3,946,497	$ 3,823,501	$ 3,767,841
Capital Outlay	$ -	$ -	$ -
Other Outgo	$ 298,419	$ 298,439	$ 298,419
Other Financing Uses: Transfers Out	$ -	$ -	$ -
Total Expenditures & Transfers Out	$ 48,521,629	$ 47,577,347	$ 47,498,898
Net Increase (Decrease) in Fund Balance	$ 560,702	$ (1,684,372)	$ (867,310)
Fund Balance			
Beginning Fund Balance: July 1	$ 2,398,960	$ 2,959,662	$ 1,275,290
Ending Fund Balance: June 30	$ 2,959,662	$ 1,275,290	$ 407,980
Components of Fund Balance			
·Restricted	$ 515,574	$ 131,714	$ 34,438
·Assigned (Unfunded Liabilities & Potential Transfers)	$ 2,200,000	$ 200,000	$ 200,000
·Unassigned Ending Fund Balance	$ 244,088	$ 943,576	$ 173,542
Fund 17: Special Reserve Fund (REU)	$ 1,662,083	$ 1,662,083	$ 1,662,083
Total Available Unrestricted Reserves Amount	$ 3,906,171	$ 2,605,659	$ 1,835,625
Required 3% REU	$ 1,455,649	$ 1,427,320	$ 1,424,967
Total Available Reserves by Percent	8.05%	5.48%	3.86%
Available Reserve Meets Standard	Yes	Yes	Yes

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Questions?

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