



**OAK PARK UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION  
AGENDA #1086  
NOTICE OF SPECIAL BOARD MEETING - AGENDA #1086**

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 13, 2023

TIME: 5:00 pm Closed Session  
6:00 pm Open Session

PLACE: **Oak Park High School, Presentation Room G9**

899 Kanan Road, Oak Park, CA 91377

Teleconference Location – *Board President Denise Helfstein will join via teleconference/videoconference pursuant to Board Bylaw 9320 Meetings and Notices and Government Code 54953 from the location listed below:*

290 Old Montauk Highway, Montauk, New York, 11954

The Board meeting room is open to the Public for the Board Open Session. This OPUSD School Board Meeting is a meeting held in public, but it is not a public meeting. The Board encourages public comments and participation. Members of the public and the media are free to watch the board work, but please note the board will not be engaging in a discussion with members of the public. Since this is a special Board Meeting, the public comments are limited to items on this agenda. The Public Hearing will be livestream at [www.opusd.org/livestream](http://www.opusd.org/livestream).

Call to Order \_\_\_\_\_

Roll Call

Public Comments – Speakers on Closed Session Agenda items

Recess to Closed Session for Discussion on the Following Items:

**A. RECESS TO CLOSED SESSION FOR DISCUSSION AND/OR ACTION ON THE FOLLOWING ITEMS:**

**1. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**

*Initiation of litigation pursuant to Paragraph (4) of Subdivision (d) of Government Code § 54956.9: Consideration of Two (2) Potential Cases—Social Media Adolescent Addiction/Personal Products Liability Litigation (Social Media Litigation); and Case No: 3:19-md-02913-WHO (Vaping Litigation)*

**2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: Government Code Section 54957**

**3. SUPERINTENDENT GOALS**

**4. SUPERINTENDENT'S EVALUATION**

Reconvene Open Session  
Roll Call  
Flag Salute  
Report from Closed Session  
Adoption of Agenda  
Public Comments – Speakers on Agenda items

## **B. OPEN SESSION**

### **ACTION**

#### **1. BUSINESS SESSION**

**a. Public Hearing and Board Review: Proposed 2023-2024 Oak Park Unified School District Local Control and Accountability Plan and Local Indicators**

*Pursuant to Board Policy 0460 the Board must hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP.*

**b. Public Hearing and Board Review: Proposed 2023-2024 Oak Park Unified School District Annual Budget**

*Pursuant to Board Policy 3100 the Board must hold at least one public hearing on the proposed budget in accordance with Education Code 42103 and 42127. The hearing shall occur at the same meeting as the public hearing on the district's LCAP and the local control funding formula (LCFF) budget overview for parents/guardians.*

**c. Establish New Classified Position Site Leader II - Extended Care Programs**

*Board approval required for establishing a new classified position*

**d. Establish New Classified Position Instructional Assistant I - Extended Care (TK)**

*Board approval required for establishing a new classified position*

**e. Establish New Classified Position Instructional Assistant II - Extended Care (TK)**

*Board approval required for establishing a new classified position*

**f. Approval of Legal Services Agreements with Frantz Law Group for Purposes of Social Media Litigation and Vaping Litigation**

*Board Policy 3312 requires Board approval for contracts of services*

Adjournment

Date Posted: June 9, 2023

Jeff Davis, Ed.D.

Superintendent and Secretary to the 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](mailto:raggarwal@opusd.org)

### **PUBLIC COMMENTS**

The speaker cards are available in the Board Room and must be completed and handed to Ragini Aggarwal, Communications Coordinator/Executive Assistant, prior to the beginning of the meeting. In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

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 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.

Your comments are greatly appreciated. Members of the public and the media are free to watch the board work, but please note the board will not be engaging in a discussion with members of the public. Since this is a special Board Meeting, the public comments are limited to items on this agenda. 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)

**TO: MEMBERS, BOARD OF EDUCATION**

**FROM: DR. JEFF DAVIS, SUPERINTENDENT**

**DATE: JUNE 13, 2023**

**SUBJECT: PUBLIC HEARING AND BOARD REVIEW: PROPOSED 2023-24 OAK PARK  
UNIFIED SCHOOL DISTRICT LOCAL CONTROL AND ACCOUNTABILITY  
PLAN AND LOCAL INDICATORS**

PUBLIC HEARING/DISCUSSION

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**ISSUE:** Shall the Board hold a public hearing and review the proposed 2023-24 Oak Park Unified School District Local Control and Accountability Plan?

**BACKGROUND:** Effective July 1, 2014, under the State's K-12 Local Control Funding Formula (LCFF) finance system, school districts and County Offices of Education are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), using a form adopted by the California State Board of Education (SBE). The LCAP identifies the District's goals and measurable outcomes for students in a three-year plan and demonstrates compliance with the State's priorities, including the local indicators and metrics in accordance with statutes.

In the third year of the 2021-2024 LCAP three-year plan cycle, the Oak Park Unified School District LCAP has been developed with the input from diverse groups of educational partners. In conformance with Education Code 52062, the District's initial draft of the 2021-24 LCAP was presented at the Board's regular meeting on May 24, 2021. At this evening's meeting a public hearing will be conducted to solicit the comments and recommendations of the public regarding the proposed 2023-24 LCAP. The notice for the public hearing was posted on the district website 10 days in advance and also published in the Ventura County Star by the county.

For Local Control Funding Formula (LCFF) priorities where data is not collected at the state level, an LEA will measure and report its progress through the Dashboard based on locally collected data. The Local Indicators are:

Priority 1: Basic Conditions at School  
Priority 2: Implementation of State Academic Standards  
Priority 3: Parent and Family Engagement  
Priority 6: School Climate  
Priority 7: Access to a Broad Course of Study

The LCAP Presentation is available at <https://bit.ly/3MUoesY>. The LCAP is included for the Board review

Adoption of the District's 2023-24 LCAP and local indicators is scheduled for the June 20, 2023 meeting of the Board of Education. Upon its final approval at the Board's June 20, 2023, meeting, the 2023-24 LCAP will provide the basis for the District's 2023-24 operating budget, which is also expected to be approved at the Board's June 20, 2023 meeting.

**FISCAL IMPACT:** None – for information, discussion, and receipt of public comment only.

**BOARD OF EDUCATION MEETING, JUNE 13, 2023**

Public Hearing and Board Review Proposed 2023-2024

OPUSD Local Control and Accountability Plan

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**BOARD POLICY:** Pursuant to Board Policy BP 0460: The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices

**GOAL:** In support of OPUSD Goals,  
Goal 1: Increase academic achievement for all students.  
Goal 3: Improve engagement with educational partners.  
Goal 4C: Collaborate with local wellness community partners and Challenge Success to promote ongoing trends and continue to find ways to expand our climate of care.

Respectfully submitted,

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Jeff Davis Ed.D.,  
Superintendent

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oak Park Unified School District

CDS Code: 56 73874 0000000

School Year: 2023-24

LEA contact information:

Tammy Herzog

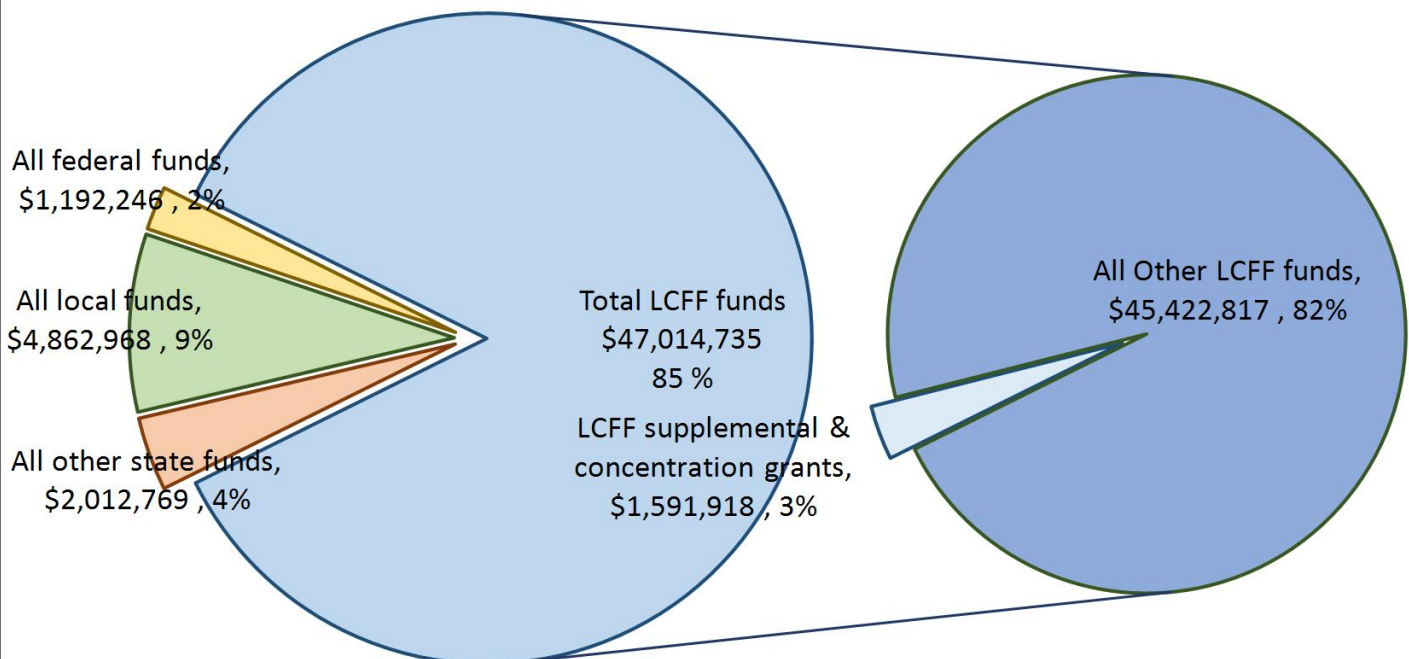
Assistant Superintendent, Educational Services

(818)735-3271

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

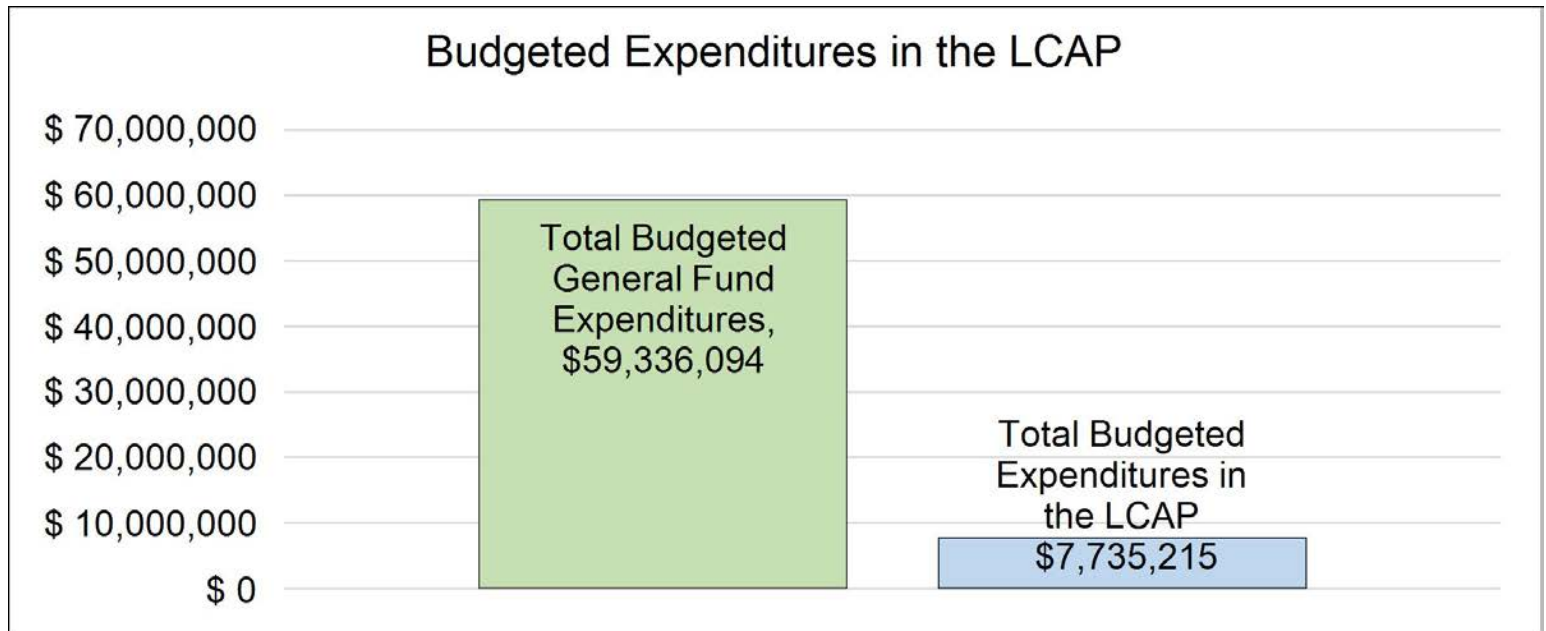


This chart shows the total general purpose revenue Oak Park Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oak Park Unified School District is \$56,981,281, of which \$47014735 is Local Control Funding Formula (LCFF), \$2,012,769 is other state funds, \$4,862,968 is local funds, and \$1,192,246 is federal funds. Of the \$47014735 in LCFF Funds, \$1,591,918 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Oak Park Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oak Park Unified School District plans to spend \$59,336,094 for the 2023-24 school year. Of that amount, \$7,735,215 is tied to actions/services in the LCAP and \$51,600,879 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

all other district expenses including salaries, benefits, materials and supplies and operation costs.

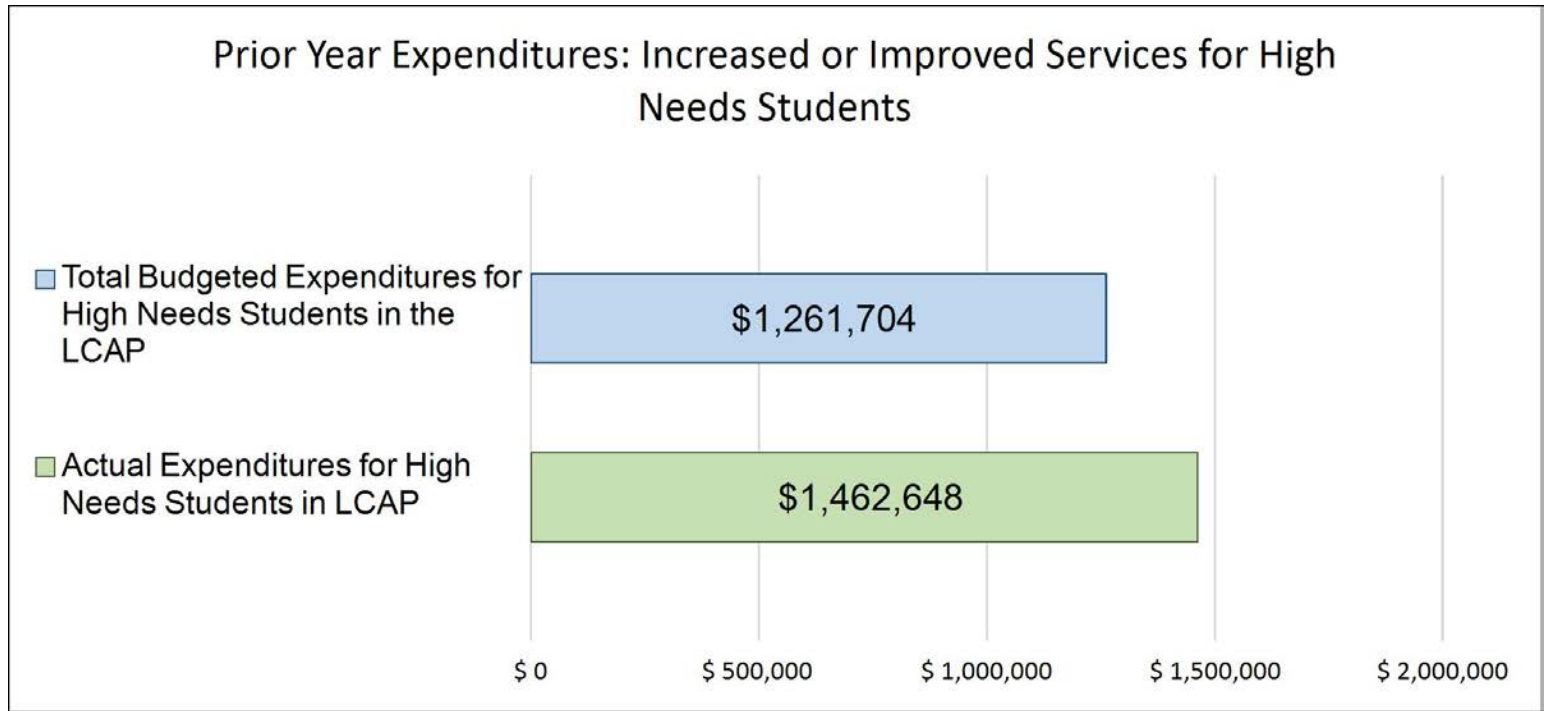
## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Oak Park Unified School District is projecting it will receive \$1,591,918 based on the enrollment of foster youth, English learner, and low-income students. Oak Park Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oak Park Unified School District plans to spend \$1,647,994 towards meeting this requirement, as described in the LCAP.



## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Oak Park Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oak Park Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Oak Park Unified School District's LCAP budgeted \$1261704 for planned actions to increase or improve services for high needs students. Oak Park Unified School District actually spent \$1462648 for actions to increase or improve services for high needs students in 2022-23.

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oak Park Unified School District	Tammy Herzog Assistant Superintendent, Educational Services	therzog@opusd.org (818)735-3271

## Plan Summary [2023-24]

### General Information

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

The Oak Park Unified School District (OPUSD) is a high performing public TK--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 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 TK--12) public school district serves approximately 4310 students and comprises a preschool, three elementary schools, a middle school, a high school, as well as an independent school and an alternative high school for students with unique learning needs. Students from the entire region are drawn to attend Oak Park schools with about 52% percent of students coming from neighboring districts via the District of Choice program (37.5%) as well as through inter-district transfers and permits (14.5%), which includes many children of our staff members.

Fall 2022 CA Dashboard data:

6.5% are Students with Disabilities

4.6% are English Learners

12.2% are Low Income

0% are Foster Youth

0% are Homeless

Student demographic data also includes:

52.3% White

25.4% Asian

11.1% Hispanic

7.3% Two Races

2% Filipino

1.6% African American

0.1% American Indian

0.2% Pacific Islander

All OPUSD schools are California Gold Ribbon/CA Distinguished schools and four 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 has experienced great success across many measures. In the recent years, 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 and 2023), CA Exemplary Physical Activity and Nutrition Program (Oak Hills ES, 2018). These awards reflect OPUSD's commitment to educating the whole child.

Although the CA Dashboard color indicators were not updated to reflect 2020-21 or 2021-22 data, OPUSD was able to analyze CA Dashboard data which included the status level for the five of the six state measures (Academic Performance, Chronic Absenteeism, College/Career Readiness (not reported 2022), English Learner Progress, High School Graduation Rate and Suspension Rate). Data was also available through Dataquest in the Fall of 2021 and Fall of 2022. OPUSD also reviewed local data, including Fastbridge, report card and LCAP survey data. After evaluating this state and local data, the following successes were noted:

All local indicators on the California Dashboard were met for the 2020-21 school-year and the 2021-22 school year. Each of the local indicator self reflection tools were administered and narratives were completed. The 2022 CA Dashboard indicated "met" in the Fall of 2022. OPUSD will continue to analyze data and efforts to meet the criteria for each of the local indicators.

On the 2022 CA Dashboard, Oak Park's 2022 graduation rate was 98.4%. This is an increase from 2021 when it was 96.1%. This is the highest in Ventura County and far exceeds the state graduation rate. English Learner and Homeless cohorts were not reported on the Dashboard, as the cohort size was less than 11 students, the minimum size required for reporting. Low Income student graduation rate increased from 92.2% to 96.6%. The graduation rate for Students with Disabilities increased from 82.8% in 2021 to 93.1% in 2022. These increases in graduation rate are big success.

There was a decrease in the percentage of OPHS students earning Ds/Fs in the fall semester (14.9% in 2021 to 11.5% in 2022) and spring semester (13.5% in 2022 to 12.3% in 2023).

California Science Test Scores (CAST) increased from 64.47% Met/Exceeded standards in 2020 to 68.45% in 2022.

The Stability Rate is a new state metric, which was implemented in 2021. This report provides a total count of cumulatively enrolled students. OPUSD's stability rate was 92.9%, which is above the state and county rate.

OPUSD's English Learner Reclassification rate increased from 28% in 2021 to 31% in 2022.

Brookside, Medea Creek, Oak Hills, Oak Park High School, and Red Oak all earned Very High Status for both ELA and Math on the 2022 CA Dashboard. The suspension rate status at those schools as well as the Oak Park Independent School was also Low or Very Low.

There was also increased student engagement in clubs at the secondary level with 400 students participating in and 30 clubs.

2019 CA School Dashboard data, which was used to form the initial three year plan, also pointed 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 and will build upon existing successes. A Local Indicator Self-Reflection was also completed in 2019 for each of the state priorities (1- Basic Services and Conditions, 2- Implementation of State Standards, 3- Parent Engagement, 6-School Climate, and 7 - Access to Broad Course of Study) as part of the analysis and development of year one, 2021-2024 LCAP.

OPUSD implemented a new climate survey in conjunction with the LCAP survey. Some success from that survey included the following:

97.9% of parents reported that their child feels safe at school

93.6% of parents reported their child's facilities are clean and inviting

95% of students feeling safe at school

90% of students feel well informed and communicated with about their academic progress

91.6% of staff reported that they feel safe at school

92.3% of staff reported that they feel connected to their school site

OPUSD will build upon these successes through continued implementation and refinement of our comprehensive Multitiered Systems of Support (MTSS) for the academic, social-emotional and behavioral well-being of all students. Specific actions such as a modified high school bell schedule to allow for additional, timely in-class support, the addition of a Math TOSA to facilitate high-quality lesson design and instruction, and a part-time categorical program TOSA to provide increased services and support for English Learners, Low Income, and Foster Youth students will be offered next year. These and other actions and services detailed in the LCAP will help ensure that OPUSD continues to maintain and build upon our successes.

## 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.

OPUSD's CAASPP scores increased in ELA from 80.58% met or exceeded in 2021 to 81.18% in 2022, but overall Math CAASPP scores decreased slightly from 71.19% met or exceeded in 2021 to 71.08% in 2022. English Learners and Students with Disabilities' CAASPP scores decreased in both ELA and Math. English Learners and Students with Disabilities' scores in ELA decreased from 51.32% in 2021 to 40.85% (EL) in 2022 and 32.16% in 2021 to 29.87% in 2022 (SWD). English Learners and Students with Disabilities' CAASPP scores decreased in Math from 52.7% in 2021 to 47.22% in 2022 (EL) and 24.65% in 2021 to 23.44% in 2022 (SWD). The African American student group was also identified on the CA Dashboard as having a Low Status on the CA Dashboard in both ELA and Math. In ELA, 71.43% of African American students met or exceeded standard in 2021 and 51.72% met or exceeded standard in 2022. In math, 44.82% of African American students met or exceeded standard in 2021 and 2022 41.32 students met or exceeded standard. Local D/F data also indicated a discrepancy between Hispanic, Low Income, Students with Disabilities and the All Student group, with higher numbers of D/Fs for students in these groups.

Although 2022 CA School Dashboard and local data was very good overall, data does show that there are areas needing improvement. In 2019, the Dashboard for OPUSD was Blue in all areas and now in 2022, with the change to reflect status only, OPUSD received Very High Status for Graduation Rate ELA and Math and Very Low for Suspension. However, OPUSD's status for Chronic Absenteeism and English Learner Progress was Medium. In addition, The Students with Disabilities group was Low Status in English Language Arts and Mathematics. African American students were also designated as having a Low performance level in ELA and Math. A continued focus on MTSS for students who are not meeting grade level standards remains an area of focus and is reflected in Goal 1. OPUSD continues to monitor the outcomes for smaller student groups with a focus on equitable outcomes. OPUSD's School Dashboard data can be viewed [here](#).

OPUSD's Chronic Absenteeism performance was Medium on the CA Dashboard. No student group was two or more levels above all students, but this is an area of need for this district. The student groups that were one performance level higher than All students included English Learners, Hispanic, Low Income, and Students with Disabilities. The English Learner student group was 10.4% chronically absent, 14.6% of Hispanic students were chronically absent, 16.1% of Low Income students were chronically absent and 15.7% of Students with Disabilities were chronically absent. These student groups all had higher chronic absenteeism rates in comparison to the All Student group, which was 8.4%.

Although OPUSD's suspension rate increased from .1% in 2021 to .6% in 2022, no student groups were two or more performance levels below All Students and OPUSD's suspension rate status was listed as Very Low on the CA Dashboard. OPUSD's alternative credit recovery high school, Oak View, had a Very High suspension rate status on the CA Dashboard. This Very High status led to the school being identified as a Comprehensive Support and Improvement (CSI) School. To address Oak View's Very High suspension status, Oak View staff will be attending Positive Behavior Interventions and Supports (PBIS) training and piloting a new PBIS program.

The achievement gap between English Learners and All Students was evident in ELA, Math and Science. CAASPP scores for the All Student group were 81.18% met/exceeded in ELA, 71.08% in Math and 68.45% in Science. In ELA, 40.85% of English Learners Met/Exceeded standards, 47.22% Met/Exceeded standards in Math and 19.05% of English Learners Met/Exceeded Standards in Science. There was also a discrepancy between the Low Income student group and the All Student group, with 69.31% Meeting/Exceeding standards in ELA, 56.73% Meeting/Exceeding standards in Math and 50% Meeting/Exceeding standards in Science. Students with Disabilities were the lowest performing student group with 29.87% Meeting/Exceeding standards in ELA, 23.44% Meeting/Exceeding standards in Math and 16.32% in Science.

The disproportionality discussed in this section will be addressed through the district's Multi-Tiered System of Support (Goal 1) and through the hiring of a Math TOSA (Goal 1) and an additional psychologist (Goal 3). English Learner and Homeless cohorts were not reported on the Dashboard, as the cohort size was less than 11 students, the minimum size required for reporting. Based on this data, OPUSD will continue strengthening our students' high academic achievement in a Climate of Care, with a focus on English Learners, Low Income, and Foster Youth (Goal 1). OPUSD will continue to invest in targeted support and intervention programs to meet the instructional needs of at-risk students at all grade levels (Goal 1). Research indicates that instructor effectiveness is the key to improving instructional outcomes. As such, OPUSD will invest in instructional coaches and professional development to improve academic outcomes primarily directed to support unduplicated students. This additional instructional coaching will be provided by a Math TOSA (Goal 1) and a Categorical Programs TOSA (Goal 1) to support EL instruction and implementation of the new EL Achieve curriculum purchased for TK-12 ELD (Goal 1). Chronic

Absenteeism will also be an area of focus with particular attention given to English Learners, Low Income, and Foster Youth student groups falling below the District attendance average (Goal 1). Educational partner engagement, connectedness, and shared decision-making will continue to be a focus for next year as we research evidence based PBIS programs for our elementary and alternative high school (Goal 2). OPUSD will continue to expand school safety and student/staff well-being initiatives through increased participation in school activities, expanded wellness centers, additional counseling support and the addition of increased safety training opportunities (Goal 3). Student learning will continue to be enhanced through nature-based experiences and environmental stewardship, with a focus on increasing the number of students graduating with the Green Cord (Goal 4).

## LCAP Highlights

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

The 2021-2024 LCAP for Oak Park USD encompasses goals and actions that align with the OPUSD's Goals and Action Plan, a document that represents broad educational partner input regarding the priorities and needs of students, staff, and parents. The OPUSD Local Control Accountability Plan (LCAP) was created to meet the needs of every student, as specified in the Every Student Succeeds Act (ESSA) with a special focus on Foster Youth, English Learners, and Low Income students. 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.'

Although 2022 CA School Dashboard and local data was very good overall, data does show that there are areas needing improvement. In 2019, the Dashboard for OPUSD was Blue in all areas and now in 2022, with the change to reflect status only, OPUSD received Very High Status for Graduation Rate ELA and Math and Very Low for Suspension. However, OPUSD's status for Chronic Absenteeism and English Learner Progress was Medium. In addition, the Students with Disabilities group was Low Status in English Language Arts and Mathematics. African American students were also designated as having a Low performance level in ELA and Math. A continued focus on MTSS for students who are not meeting grade level standards remains an area of focus and is reflected in Goal 1. OPUSD continues to monitor the outcomes for all student groups with a focus on equitable outcomes.

The Oak Park Unified School District LCAP (Local Control and Accountability Plan) reflects the priorities of the district's educational partners including parents, students, and staff. Parents identified STEAM - Science, Technology, Engineering, Arts, and Mathematics (Goal 1), academic support (Goal 1), and access to rigorous courses (Goal 1) as the top priorities. They recognize the importance of equipping their children with the knowledge and skills required to thrive in a rapidly evolving world. On the other hand, students' top priorities included extracurricular activities (Goal 3), access to rigorous courses (Goal 1) and STEAM (Goal 1). They value a well-rounded education that goes beyond academics and emphasizes opportunities for personal growth and development. The LCAP Survey revealed that the staff's top priorities were the Climate of Care (Goal 1), Multi-Tiered Systems of Support (Goal 1), and School Safety (Goal 3). The goals, actions and services outlined in the LCAP are closely aligned with the priorities of these educational partner groups.



High academic achievement and access to rigorous courses for all students was a top priority for OPUSD parents and students and is reflected in Goal 1 actions. Although the percentage of students meeting or exceeding standards on the California Assessment of Student Performance and Progress (CAASPP) in ELA/Literacy and Math is rated as Very High (2022 Dashboard), individual student group data for English Learners, Low Income students, and Students with Disabilities are below the district average. OPUSD will provide a comprehensive Multi-Tiered System of Support, which includes three Learning Support Teachers, TK-5 Literacy and Math Intervention Aides, universal academic screening through Fastbridge, and evidenced-based literacy and numeracy curriculum (Goal 1). Job-embedded professional development will be provided by Teachers College Reading and Writing Project (TCRWP) trainers, a new Math TOSA, and a new Categorical Programs TOSA to further district initiatives such as updating our K-2 phonics program, TK-12 math curriculum audit and English Language Development integration (Goal 1). OPUSD will continue to develop practices and policies that encourage and support students to enroll in Honors and AP courses, including modifying course prerequisites as necessary (Goal 1). To increase educational partner participation in shared decision making and improved communication, OPUSD will continue to update school and district websites and will reinstate teacher TechLITES - technology leaders and support providers at each school (Goal 2). Educational partner input also indicated the need for increased social-emotional (SEL) and behavioral support for students through evidenced-based SEL and Positive Behavioral Interventions and Supports (PBIS) curriculum, which are an integral part of a comprehensive MTSS program (Goal 3). Funding will be provided to support an outside safety consultant as well as increased behaviorist and psychologist support (Goal 3). Existing district initiatives including the progressive child nutrition program, staff self-care and timely district repairs/renovations will also continue to be supported (Goal 3). As a National Green Ribbon District, OPUSD will continue to support green initiatives, including field trips and teacher professional development (Goal 4). Innovation Labs, a focus on TK-12 Computer Science curriculum, and expanded Career Technical Education (CTE) pathways will enhance our STEAM initiatives (Goal 4).

## 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.

Oak View High School has been identified for Comprehensive Support and Improvement (CSI) for the 2023-24 school year. As a small school with only 32 students, not all Dashboard accountability categories have enough students to be reported. When there are 10 or fewer students in a group, the Dashboard cannot report the data due to student privacy. As such, only the suspension rate, which includes the entire school was reportable. Since the suspension rate was Very High status, and CSI edibility was based on all performance levels in the Low or Very Low status, Oak View qualified. As a DASS school, Oak View had the option to opt out of CSI, but chose to participate in order to improve their program offerings using the provided funding.



## ***Support for Identified Schools***

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

OPUSD district staff will support Oak View in developing a CSI plan that includes a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the plan. The process and plan details will be included in the Oak View SPSA, which will go to the Board of Education for approval in June, 2023. Oak View will align CSI actions with its SPSA and the LCAP. To address Low Performing status, goals have been set for ELA and Math as well as SEL. State and local assessment data shows that Oak View students need the greatest amount of support in math. To increase students' mathematics knowledge, a .2 Math TOSA will audit the math program and provide tutoring. Additional funding for math manipulatives and PD will also be provided. CSI funded actions will include providing release time for teachers to evaluate their current language arts program, providing materials to make the instructional program more accessible to diverse learners, purchasing high interest books, and increasing CTE course offerings. To improve graduation rate and lower suspension rate, staff will be trained in Positive Behavioral Interventions and Supports (PBIS) and will work with an MTSS Specialist to identify, pilot and purchase a PBIS program. The site administrator and teachers will research other means of correction including peer mediation and Restorative Justice practices to help mitigate the high level of suspensions. The CSI plan will be updated as needed with on-going educational partner input.

## ***Monitoring and Evaluating Effectiveness***

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

OPUSD will monitor and evaluate the plan to support student and school improvement through participation in monthly meetings with Oak View staff and quarterly data reviews. The LEA will monitor and evaluate the implementation of PBIS strategies, and professional development opportunities targeted to lowering suspension rate. Data including suspension rate, chronic absenteeism, D/F rates and counselor visits will be collected and monitored each quarter. Student participation in drug/alcohol cessation programs including Clean Teen will be monitored to address drug/alcohol related offenses in lieu of suspension whenever possible.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

OPUSD will use the term "educational partners" to refer to groups that our district will engage with in developing this and future LCAPs, as per the adoption of the California State Board of Education. Educational partners include teachers, administrators, other school personnel, local bargaining units of the district, parents, and students. Educational partners representing our schools, the community we serve and our district, also include representatives of our English Learners, Foster Youth, and Low Income students. District level advisory committees include but are not limited to District English Learner Advisory Committee (DELAC), LCAP Parent Advisory Committees, and the GATE Advisory Committee.

The Oak Park Unified School District has a long-established foundational principle of meaningful educational partner engagement and as such is committed to strong educational partner engagement. OPUSD recognizes this partnership's importance in the development and refinement of local educational plans and accompanying plan expenditures. OPUSD used a variety of meetings and activities to ensure educational partner input and participation in the development of the LCAP and other district plans. District representatives consulted with the VCOE SELPA on March 10th and met throughout the year with other educational partners (see dates below) including teachers, administrators, other school personnel, parents, students, and local bargaining units. District and site level parent advisory committees (LCAP Parent Advisory Committee, District English Learner Advisory Committee, Mathematics Community of Practice, Curriculum Council, GATE District Advisory Committee, Environmental Education Advisory Committee, Diversity and Equity Task Force, School Site Council, Parent Faculty Association, etc.) met throughout the school year. These committees were comprised of parents, community members, and staff. During these meetings data analysis was conducted and processing activities were implemented to gather information and input. A variety of engagement activities were provided at these meetings to facilitate educational partner input and participation in the development of district plans, including the LCAP. This process included an analysis of individual family needs, new funding initiatives, as well as an analysis of district data, and discussion, review and development of goals.

OPUSD engaged engaged educational partners in the LCAP process in a variety of ways.

Important Dates:

Thursday, January 26, 2023 - Survey Opens

Tuesday, February 28, 2023 - Survey Closes

March 1 - April 10, 2023 - Survey responses analyzed

Friday, March 10, 2023 - Ventura County SELPA consultation

Wednesday, April 12, 2023 - Survey results shared with District Leadership Team

Mid to Late April 2023 - Principals share survey results with their staff

Tuesday, April 18, 2023 - Survey results shared and discussed at LCAP PAC

Tuesday, April 25, 2023 - Survey results shared at a Regular Board Meeting

Tuesday, April 26, 2023 - Survey results posted online for community to review

Thursday, April 27, 2023 - Survey results shared with DELAC

Tuesday, April 19, 2023 - Regular Board Meeting- Educational Partner Input presented to Board

Wednesday, May 10, 2023 - LCAP Draft presented and discussed at Principals Meeting

Tuesday, May 16, 2023 - LCAP Draft presented and discussed to LCAP PAC and DELAC

Wednesday, May 24, 2023 - LCAP Follow-up Survey opened

Wednesday, May 31, 2023 - LCAP Follow-up Survey closed

Tuesday, June 13, 2023 - LCAP Public Hearing

Tuesday, June 20, 2023 - LCAP Approval at Regularly Scheduled Board Meeting

The superintendent did not have to respond in writing regarding feedback on the 2023-24 LCAP.

In addition to the LCAP Educational Partner Survey and other district committees, the LCAP Educational Partners met on April 18th and May 16th to review LCAP survey results and provide input into new LCAP actions/services. These meetings entailed a review of the existing District goals, the progress toward LCAP goals for the 2022-23 LCAP, and led to the creation of an additional follow-up survey. The follow-up survey was sent to all educational partners to help clarify specific priorities identified in the original LCAP survey. Results of the LCAP survey were shared at the April 25th Board meeting. The District English Learner Advisory Committee (DELAC) reviewed the LCAP survey results on April 27th and provided input into the proposed LCAP goals on May 16th.

#### A summary of the feedback provided by specific educational partners.

All educational partners including teachers, principals, administrators, other school personnel, local bargaining units, parents, students, parent advisory committees (DELAC, LCAP, Title I, SSC, GATE Advisory), and Special Education Local Plan Area (SELPA) administrators were consulted with and provided input and feedback into the development of the 2021-24 LCAP goals and actions. The Oak Park Unified School District LCAP (Local Control and Accountability Plan) reflects the priorities of the district's educational partners including parents, students and staff. Parents identified STEAM - Science, Technology, Engineering, Arts, and Mathematics (Goal 1), academic support (Goal 1), and access to rigorous courses (Goal 1) as the top priorities. They recognize the importance of equipping their children with the knowledge and skills required to thrive in a rapidly evolving world. On the other hand, students' top priorities included extracurricular activities (Goal 3), access to rigorous courses (Goal 1) and STEAM (Goal 1). They value a well-rounded education that goes beyond academics and emphasizes opportunities for personal growth and development. The LCAP Survey revealed that the staff's top priorities were the Climate of Care (Goal 1), Multi-Tiered Systems of Support (Goal 1), and School Safety (Goal 3). The goals, actions and services outlined in the LCAP are closely aligned with the priorities of these educational partner groups. Survey results can be found at: [www.opusd.org/LCAPsurvey2022](http://www.opusd.org/LCAPsurvey2022).

#### A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Each LCAP goal contains measurable outcomes and actions that were influenced by educational partners' feedback. High academic achievement and access to rigorous courses for all students was a top priority for OPUSD parents and students and is reflected in Goal 1 actions. Although the percentage of students meeting or exceeding standards on the California Assessment of Student Performance and Progress (CAASPP) in ELA/Literacy and Math is rated as Very High (2022 Dashboard), individual student group data for English Learners, Low Income students, and Students with Disabilities are below the district average. OPUSD will provide a comprehensive Multi-Tiered System of Support, which includes three Learning Support Teachers, TK-5 Literacy and Math Intervention Aides, universal academic screening through Fastbridge, and evidenced-based literacy and numeracy curriculum (Goal 1). Job-embedded professional development will be provided by Teachers College Reading and Writing Project (TCRWP) trainers, a new Math TOSA, and a new Categorical Programs TOSA to further district initiatives such as updating our K-2 phonics program, TK-12 math curriculum audit and English Language Development integration (Goal 1). OPUSD will continue to develop practices and policies that encourage and support students to enroll in Honors and AP courses, including modifying course prerequisites as necessary (Goal 1). To increase educational partner participation in shared decision making and improved communication, OPUSD will continue to update school and district websites and will reinstate teacher TechLITES - technology leaders and support providers at each school (Goal 2). Educational partner input also indicated the need for increased social-emotional (SEL) and behavioral support for students through evidenced-based SEL and Positive Behavioral Interventions and Supports (PBIS) curriculum, which are an integral part of a comprehensive MTSS program (Goal 3). Funding will be provided to support an outside safety consultant as well as increased behaviorist and psychologist support (Goal 3). Existing district initiatives including the progressive child nutrition program, staff self-care and timely district repairs/renovations will also continue to be supported (Goal 3). As a National Green Ribbon District, OPUSD will continue to support green initiatives, including field trips and teacher professional development (Goal 4). Innovation Labs, a focus on TK-12 Computer Science curriculum, and expanded Career Technical Education (CTE) pathways will enhance our STEAM initiatives (Goal 4).

# Goals and Actions

## Goal

Goal #	Description
1	Strengthen our students' high academic achievement in a 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 a 100% 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. Educational Partner 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/Maintain or Increase Attendance CA Dashboard	2.3% (18-19)	1.1% (Fall 2021)	8.4% (21-22)		1.5%
Increase student connectedness CA Dashboard	CA Healthy Kids Survey (17-18) % of Students reporting connected to school "Most/All Time" Grade 5: 81% Grade 7: 75%	CA Healthy Kids Survey (21-22) % of Students reporting connected to school "Most/All Time" Grade 5: 80% Grade 7: 69%	CA Healthy Kids survey is only administered every other year, however LCAP climate survey data indicated that 80.9% of students in		CA Healthy Kids Survey % of Students reporting connected to school "Most/All Time" Grade 5: 90% Grade 7: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 9: 73% Grade 11: 62%	Grade 9: 60% Grade 11: 55%	grades 8-11 feel connected to their school and teachers.		Grade 9: 90% Grade 11: 90%
Increase Dual Enrollment participation	Spring '20: 39 Spring '21: 46	Fall '21: 27 Spring '22: 0	Fall '22: 0 Spring '23: 15		60 Students enrolled each semester
Increase CAASPP scores districtwide for all student groups CA Dashboard	2019 Data: ELA- 81.02% At or Above Standard (All Students) Math- 73.58% At or Above Standard (All Students)  Grades 3-5: ELA- 80.6% Math-78.7% Grade 5 Science- 70.1%  Grades 6-8: ELA-79.0% Math-71.2% Grade 8 Science- 64.8%  Grade 11: ELA- 87.83% Math-68.6% HS Science- 57.4%	2021 Data: ELA 80.58% At or Above Standard (All Students)  English Learners- 51.32% (41.7% 2019)  Low Income- 60.70% (67.98% 2019)  Foster Youth *  Students with Disabilities- 32.16%  Math 71.19% At or Above Standard (All Students)  English Learners- 52.70% (54.28 2019)	2022 Data: ELA 81.18% At or Above Standard (All Students)  English Learners- 40.85%  Low Income- 69.31%  Foster Youth *  Students with Disabilities- 29.87%  Math 71.08% At or Above Standard (All Students)  English Learners- 47.22%		ELA  All Students- 85% At or Above Standard  English Learners- 55%  Low Income- 70%  Foster Youth- 70%  Students with Disabilities- 37%  Math  All Students 85% At or Above Standard  English Learners- 57%  Low Income- 60%  Foster Youth- 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Low Income-44.82% (54.90% 2019)	Low Income-56.73%		Students with Disabilities- 30%
		Foster Youth*	Foster Youth*		
		Students with Disabilities- 24.65% (24.70% 2019)	Students with Disabilities- 23.44%		Science
		Science 64.47% At or Above Standard (All Students) (62.29% 2019)	Science 68.45% At or Above Standard (All Students)		All Students- 75%
		English Learner- 26.08% (20.69% 2019)	English Learner- 19.05%		English Learners- 35%
		Low Income- 48.39% (40.71% 2019)	Low Income- 50.00%		Low Income-55%
		Foster Youth*	Foster Youth*		Foster Youth- 55%
		Students with Disabilities- 16.94% (16.18% 2019)	Students with Disabilities- 16.32%		Students with Disabilities- 35%
		Grades 3-5: ELA- 77.74% Math- 72.6%	Grades 3-5: ELA- 77.61% Math- 72.48%		Grades 3-5: ELA- 85% Math-85% Grade 5 Science 75%
					Grades 6-8: ELA-85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Grade 5: Science- 60.42%  Grades 6-8: ELA- 81.29% Math- 70.29%  Grade 8: Science- 68.95%  Grade 11: ELA- 84.15% Math- 70.26%  HS Science- 63.48%  *In order to protect student privacy, data is suppressed because 10 or fewer students tested.	Grade 5: Science- 59.08%  Grades 6-8: ELA- 81.45% Math- 70.01%  Grade 8: Science- 69.21%  Grade 11: ELA- 81.82% Math- 63.72%  HS Science- 74.82%  *In order to protect student privacy, data is suppressed because 10 or fewer students tested.		Math-85%  Grade 8 Science- 75%  Grade 11: ELA- 90%  Math-80%  HS Science- 75%
Maintain a suspension rate of under 1% CA Dashboard	.8%	.1%	0.6%		under 1%
Maintain a 100% graduation rate CA Dashboard	100%	96.1%	98.4% 21-22		100%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the number of students recognized outside of academic recognition programs. (Seal of Civic Engagement, Seal of Biliteracy, and Green Cord)	2020-21 Totals State Seal of Biliteracy: 71 Green Cord: 14 Seal of Civic Engagement: 0	2021-22 Totals  State Seal of Biliteracy: 37  Green Cord: 12  Seal of Civic Engagement: 3	2021-22 Totals Seal of Biliteracy: 43 Green Cord/Enviro "Seal":12 Seal of Civic Engagement: 1		State Seal of Biliteracy: 85 Green Cord:30 Seal of Civic Engagement: 20
Increase the percentage of students meeting A-G requirements at OPHS CA Dashboard	86%	71.7%	79.2		90%
Increase AP Test Participation and Pass Rate CA Dashboard	432 Students 891 Tests 90% Pass Rate	Fall 2021 Data 438  Students 902 Tests  82.4% Pass Rate	Fall 2022 Data  432 Students  828 Tests  89.35% Pass Rate		475 Students 936 Tests 95% Pass Rate
Reduce Percentage of Students with D/Fs	OPHS 11% Spring 2021 MCMS 11.9% Spring 2021	OPHS Semester 1 - 14.9%	OPHS Semester 1- 11.5%  OPHS Semester 2- 12.3%		OPHS 5% MCMS 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		OPHS Semester 2 - 13.5%	MCMS Quarter 1- 16.9%		
		MCMS Quarter 1 - 10.8%	MCMS Quarter 2- 13.4%		
		MCMS Quarter 2 - 11.6%	MCMS Quarter 3- 11.6%		
		MCMS Quarter 3 - 10.6%			
Local Indicator Reflection: Teachers Fully Credentialed and Appropriately Assigned. CA Dashboard	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection. 100% Fully credentialed	Met	Met		Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection. Maintain
Local Indicator Reflection: Standards Aligned Instructional Materials for Every Student. CA Dashboard	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection. Standards aligned materials available to all students.	Met	Met		Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection. Maintain
Local Indicator Reflection: Implementation of all CA Standards,	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection.	Met	Met		Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Including how EL's will access the CCSS and ELD standards. CA Dashboard	Fully Implemented Standards including ELD standards.				Maintain
Course Access- Students have access and are enrolled in a broad course of study. CA Dashboard	Local Indicator Self-Reflection CA Dashboard "Met". Student schedules indicate access to broad course of study.	Met	Met		Maintain "Met" on CA School Dashboard.
Reclassification Rates CA Dashboard	Prior to school closure, 11% of EL's were reclassified as Fluent for SY 2019-2020.	28% of ELs were reclassified as Fluent for SY 2020-21	31% of ELs were reclassified as Fluent for SY 2021-22		Increase RFEP reclassification percentage to 15%+ annually.
ELPAC Assessment CA Dashboard	Most recent 2018-2019 (12 students) Level 3 16.67% Level 2 83.33%	Fall 2021 Data  51.48% Level 4  34.32% Level 3  11.24% Level 2  2.96% Level 1	Fall 2022 Data  34% Level 4  40% Level 3  21% Level 2  5% Level 1		Increase Level 3, decrease Level 1 & 2, move EL students to Level 4.
High School/Middle School Drop Out Rate Local Data/CA Dashboard	No dropouts, 0% rate Q SIS.	No dropouts, 0% rate Q SIS.	No dropouts, 0% rate Q SIS.		Maintain 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion CA Dashboard	No expulsion, 0% rate Q SIS.	No expulsion, 0% rate Q SIS.	No expulsion, 0% rate Q SIS.		Maintain 0%

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1.1</b>	Continue position of Director of Student Support and Safety	Provide oversight and leadership for school safety, attendance, diversity and equity Chair Safe Kids Task Force, School Safety Committee, Diversity and Equity Task Force Implement action items from 2020-2021 Diversity and Equity report	\$165,129.00	No
<b>1.2</b>	Expand Dual Enrollment Opportunities and AP/Honors Course Offerings	Provide increased access to community college courses through partnership with Moorpark College and research additional AP/Honors courses.	\$0.00	No
<b>1.3</b>	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 (This amount represents 80% of the costs of counseling programs)	\$1,447,691.00	No
<b>1.4</b>	Develop clubs and advisory programs to support student connectedness and school climate	Develop a structure that allows for regular schoolwide lessons and activities/clubs to build school climate, teach digital citizenship, promote social-emotional learning and offer additional enrichment. Develop lessons and materials that support school goals in this area.	\$25,500.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.5</b>	Support programs that increase student connectedness	Continue Safe School Ambassadors at OPHS Continue Advanced Peer Counselors at OPHS Continue WEB program at MCMS	\$5,000.00	No
<b>1.6</b>	Continue the development of Multi-Tiered Systems of Support at all grade levels	NOTE: This Action and corresponding costs represent the expenditures that do not contribute to Increased/Improved Services for Unduplicated Pupils. Action 1.21 represents the costs that do not contribute to Increased/Improved Services for Unduplicated Pupils. K-5 Literacy and Math Intervention program MCMS Math intervention program, Fastbridge Universal Screening grades K-8, .1 MTSS Coordinator Districtwide, Math Intervention Teacher Stipends, Explore screening tools for grades 6-12, Use MDTP to determine math preparedness in grades 7 and 8, Literacy and Numeracy aides moved funded by ELO-G funding, New for 22-23: Learning Support TOSA at each elementary school	\$885,637.00	No
<b>1.7</b>	Maintain a full time District Nurse	Oversee student Health Plans, provide guidance and training related to COVID mitigation, train staff in First Aid/CPR	\$112,849.00	No
<b>1.8</b>	Develop an Ethnic Studies course for grades 9-12	Professional development, subs, and stipends to support course creation	\$190.00	No
<b>1.9</b>	Maintain our PE and Athletics programs to ensure an inclusive program that fosters a life-long commitment to physical fitness, a love of the outdoors, and encourages	Add intramural sports to secondary schools. Costs are included in Goal 3.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	healthy, active lifestyles that include activities, such as walking, hiking, biking, etc.			
<b>1.10</b>	Provide broad access to the arts	Music and art sections added at the high school and middle school in 2021-22. Develop a TK-12 district Visual and Performing Arts (VAPA) program (funded by Oak Park Educational Foundation and Proposition 28 )	\$109,609.00	No
<b>1.11</b>	Continue to implement policies, practices, and procedures consistent with Challenge Success	Conduct parent, staff, and student events with Challenge Success. Provide training to staff and administrators on developing policies and practices that encourage and support students to enroll in Honors and/or AP courses, including modifying course prerequisites as necessary.	\$5,000.00	No
<b>1.12</b>	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 The costs in this action represent 80% of the expenditures, which do not contribute to Increased Services for Unduplicated Pupils.	\$67,645.00	No
<b>1.13</b>	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 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.	\$728.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.14</b>	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	\$28,944.00	Yes
<b>1.15</b>	Support English Language Development for Multilingual Students	Purchase Ellevation software to monitor and support progress of Multilingual Students. For the 22-23 school year, this action replaces the use of Rosetta Stone software.	\$22,875.00	Yes
<b>1.16</b>	Support English Language Development for English Learner (Multilingual Students)	Provide Instructional Aide support for English Learners to develop English Language skills	\$114,346.00	Yes
<b>1.17</b>	Provide access to school counselors to strengthen student engagement and school connectedness	Targeted supports for English Learners, Low Income students, and Foster Youth to improve academic outcomes and social-emotional wellness. (This amount represents the costs of counseling programs and psychologists that contribute to Increased Services for Unduplicated Pupils.) Maintain secondary counselor ratio Continue 1.0 elementary counselor at each elementary site.	\$687,194.00	Yes
<b>1.18</b>	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 Income students, and Foster Youth. (costs represent 20% of this position)	\$41,281.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.19</b>	Monitor D/F lists at MCMS and OPHS	Regularly monitor which students earn D/Fs and analyze data to see trends or issues of equity. There is no cost to this action as it is included in the work of counselors and/or administrators	\$0.00	No
<b>1.20</b>	Reclassify College and Career Counselor to Certificated Counselor	Reclassify the position from a classified to a certificated counseling position. The amount listed for this action represents 80% of this position.	\$44,776.00	No
<b>1.21</b>	Continue the development of Multi-Tiered Systems of Support at all grade levels	NOTE: This Action and corresponding costs represent the costs that contribute to Increased/Improved Services for Unduplicated Pupils. K-5 Literacy and Math Intervention program, MCMS Math intervention program, Fastbridge Universal Screening grades K-8, 0.1 MTSS Coordinator, In-person tutoring (office hours) at Oak Park High School Math Intervention Teacher Stipends, Explore screening tools for grades 6-12, Use MDTP to determine math preparedness in grades 7 and 8, New for 2022-23: Learning Support TOSA at each elementary school, New for 2022-23: Literacy and Numeracy aides moved from ELO-G funding, New for 2023-24 district-wide 6-12 MTSS focus, IXL and Number Worlds for elementary Tier I and Tier II support.	\$540,266.00	Yes
<b>1.22</b>	Continue to provide professional development with the Teachers College Reading and Writing Project	Provide job embedded professional development from TCRWP. Provide schools with Reading and Writing Coaches as well as materials to support reading, writing, and phonics, principally directed to support the needs of English Learners, Low Income and Foster Youth.	\$18,000.00	Yes
<b>1.23</b>	Reclassify College and Career	Reclassify the position from a classified to a certificated counseling position. The amount listed for this action represents 20% of this	\$29,851.00	Yes



Action #	Title	Description	Total Funds	Contributing
	Counselor to Certificated Counselor	position, which is principally directed to support the needs of Low Income, English Learner and Foster Youth.		
<b>1.24</b>	Provide Categorical Programs TOSA	The Categorical Programs TOSA will serve as an instructional leader in the development and improvement of categorically funded state and federal programs that support unduplicated (Low Income, English Learner and Foster Youth) student populations.	\$74,509.00	Yes
<b>1.25</b>	TK-12 mathematics program enhancement	Provide a Math TOSA and contract with an outside mathematics support provider to research and expand OPUSD's TK-12 evidence-based MTSS program, provide on-going professional development and support for Oak View High School, and assist with a TK-12 math curriculum audit. This service will principally support Low Income students, English Learners and Foster Youth.	\$90,000.00	Yes

## Goal Analysis [2022-23]

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.

Almost all Goal 1 actions were fully implemented during this school year, with the exception of Goal 1.4 (Develop an advisory program in secondary schools to support student connectedness and school climate) due to staff feedback. Goal 1.4 actions that were implemented this year included additional enrichment opportunities for our most at-risk students attending Oak View High School and digital citizenship lessons. Student connectedness was also addressed in Goal 1.3 and 1.17 (Provide access to school counselors to strengthen student engagement and school connectedness) and Goal 1.5 (Support programs that increase student connectedness).

### Challenges:

Staff voted not to revise the middle school schedule to include an advisory period. As such, we were unable to implement Goal 1.4 to its fullest. Although we started the discussion about the new Ethnic Studies course requirement in Curriculum Council, DETF, leadership team meetings and at high school staff meetings, funding for PD was not utilized. Next fall, an Ethnic Studies committee will be developed to help identify how/where to place the required curriculum and then a subcommittee will be identified to begin curriculum planning. Another challenge identified this year and during the 2021-22 school was chronic absenteeism. COVID-19 quarantine guidelines required students to stay out multiple days once a positive COVID-19 diagnosis was confirmed. The lengthy quarantine was definitely a major contributor to

higher than usual chronic absenteeism rates in OPUSD. Positive school attendance has been an on-going discussion at leadership team meetings this year and will be an area of focus for the 2023-24 school year. The D/F rate increased at the middle school level when compared to the 2021-22 school year. During the 2022-23 school year, interventions were provided by math teachers through a pull-out model, but this D/F data indicates that the pull-out structure did not positively impact the D/F rate (Goal 1.6 and 1.21).

#### Successes:

There were many successes identified in Goal 1. The K-5 MTSS program (Goal 1.6 and 1.21) showed great results, with fewer 4th and 5th graders needing the additional Tier II support than students at the primary grades. In addition, all three elementary sites were listed as having Very High Status on the 2022 CA Dashboard. This comprehensive system of support ensures students receive the support they need in the primary grades to meet or exceed grade level standards as they move through the elementary grades. The tiered K-5 MTSS academic program has now been in place for multiple years in both ELA and math, so we were able to analyze this longitudinal program data in Fastbridge.

On the 2022 CA Dashboard, Oak Park's 2022 graduation rate was 98.4%. This is an increase from 2021 when it was 96.1%. This is the highest in Ventura County and far exceeds the state graduation rate. English Learner and Homeless cohorts were not reported on the Dashboard, as the cohort size was less than 11 students, the minimum size required for reporting. Low Income student graduation rate increased from 92.2% to 96.6%. The graduation rate for Students with Disabilities increased from 82.8% in 2021 to 93.1% in 2022. Although it is difficult to point to one specific action that led to these increases, it is likely that the access to school counselors (1.3 and 1.17) and the Director of Student Support and Safety (Goal 1.1) as well as the new college and career counselor (Goal 1.20) likely contributed to this success.

The addition of ELLevation, an EL monitoring and instructional support program (Goal 1.13) and ELD aide support (Goal 1.16) likely had a positive impact on English Learner progress as the reclassification rate increased from 28% in 2021 to 31% in 2022.

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

There was no cost associated with Goal 1.2, as current district employees at OPHS and OPIS supported the collaboration with Moorpark College to expand dual enrollment opportunities. Goal 1.4 was not fully implemented, so the expenses were less than anticipated. The Curriculum Council, Diversity and Equity Task Force and high school staff meeting time was spent discussing the addition of a new Ethnic Studies course (Goal 1.8), but no funding was needed to pay for these additional meetings. Goal 1.11 costs were lower than budgeted as the contract for Challenge Success is paid every other year. Our two year contract will be renewed again next year. Goal 1.12 and 1.22 (Staff development for TCWRP) was less than budgeted as we focused on K-2 professional development instead of K-5, due to student achievement data and staff requests. Goal 1.13 (Engage and connect with all students and families) was less than originally budgeted as many meetings were virtual requiring fewer supplies and the Foster Youth Liaison was funded through other funding sources. Goal 1.20 (Reclassify College and Career counselor to certificated counselor) was less than budgeted as a large portion of the college and career center counselor's salary was moved into Goal 4.6 (Continue to Develop CTE pathways).

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

The Goal 1 actions and services were very effective in ensuring progress towards strengthening our students high academic achievement in a Climate of Care. Brookside, Medea Creek, Oak Hills, Oak Park High School, and Red Oak all earned Very High Status for both ELA and Math on the 2022 CA Dashboard. On the 2022 CA Dashboard, Oak Park's 2022 graduation rate was 98.4%. This is an increase from 2021 when it was 96.1%. This is the highest in Ventura County and far exceeds the state graduation rate. English Learner and Homeless cohorts were not reported on the Dashboard, as the cohort size was less than 11 students, the minimum size required for reporting. Low Income student graduation rate increased from 92.2% to 96.6%. The graduation rate for Students with Disabilities increased from 82.8% in 2021 to 93.1% in 2022. These increases in graduation rate are big success. TCRWP professional development, dual enrollment participation, support for our Multilingual (EL) students, access to academic, social emotional counseling and college and career counseling, D/F monitoring, the continued development of our Multi-Tiered System of Support contributed to the successes noted in the CA Dashboard data. A-G completion rates also increased from 71.7% in 2021 to 79.2% in 2022. Our AP pass rate increased from 82.4% to 89.35%. First semester Ds and Fs decreased at OPHS from 14.9% in fall 2021 to 11.5% in fall 2022.

CA Dashboard suspension rate data for Brookside, Medea Creek, Oak Hills, Oak Park High School, Red Oak and Oak Park Independent School was Very Low and there were no dropouts or expulsions. This can in part be attributed to the assistance of the Director of Student Support and Safety, access to school counselors at all grade levels, our Multi-Tiered Systems of Support for Social-Emotional Learning and Behavioral interventions. Student support programs including Safe Schools Ambassadors, Advanced Peer Counseling, and Where Everyone Belongs also contributed to the Very Low suspension rate and no dropouts or expulsions. In addition, actions including a full-time district nurse, participation in Challenge Success events, access to high-interest activities including athletics, PE, CTE and the arts, and engaging with families through school-wide and district events also played an important role in the success of this goal.

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.

For the 2023-24 school year, OPUSD will be adding two additional actions to Goal. Goal 1.24 will include a Career Technical Education (CTE)/Categorical Programs Teacher on Special Assignment (TOSA) responsible for coordinating OPUSD's comprehensive CTE and Categorical Programs. The CTE/Categorical Programs TOSA will serve as an instructional leader in the development and improvement of CTE and categorically funded state and federal programs that support unduplicated (English Learners, Low Income, and Foster Youth) student populations. OPUSD will also add a Math TOSA (Goal 1.25). The Math TOSA will direct and support the District's TK-12 mathematics program, including curriculum, curriculum adoptions, curriculum development, materials selections, instructional program, math summer programs, and staff professional development specifically designed to support the needs of English Learners, Low Income, and Foster Youth; regularly collect, review, disseminate, and report math assessment results and develop specific action plan(s) to enhance teachers' ability to provide instruction that builds students' sense of engagement, determine professional development needs, provide student support, and improve the mathematics learning and achievement performance of all student groups. We will also be modifying Goal 1.4 to include additional school connectedness and school climate for TK-12 students including funding for clubs and enrichment activities.

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

# Goals and Actions

## Goal

Goal #	Description
2	Engage all community partners 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.

During the pandemic, communication about decision making presented a significant challenge to school districts. During this time, staff, parents, students, and community members expressed a desire for engagement from the District during the decision making process. Survey data suggests that closing the "loop" related to the use of feedback will help address the need to connect decisions with the input received from educational partners, and will contribute to overall engagement and connectedness. OPUSD recognizes that maintaining an inclusive process with the community is important, as is the need for staff and students to be meaningfully involved in decision making.

## 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	11 students 67 parents 24 staff Responded to survey Began utilizing application process for the Parent Advisory Committee membership through Parent Square and District Website to increase LCAP Parent Advisory Committee participation and the number of survey responses	This is the second year of the two year term for our committee members. Most committee members continued with their assignment.  We had one new member express an interest to join the Environmental Education Advisory Committee and we invited them to join.		200 students  200 parents  50 staff  Respond to LCAP survey, 5+ parents of unduplicated (EL,LI, FY) participate in LCAP Parent Advisory Committee meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The OPUSD website is an effective communication tool and source of information for the community.	Current website is in place	New homepage launched at start of school year. Updated the C and I page to include resources related to standards and expectations	Created Educational Services webpage to include all departments under our umbrella. Added information about our MTSS program, revised GATE webpage and reviewed sites for outdated materials.		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 and participation for all, including the family needs of unduplicated pupils and students with disabilities.	No regular process in place	Survey staff: Elementary Pilot/Adoption, EEBG, M & O Performance and Feedback Survey (each semester), LCAP and Goal Feedback Survey	<p>Survey Staff: LCAP Survey-256 staff members responded (48.5% of total staff). This is an increase of 165 responses from last year.</p> <p>Family Survey- LCAP Survey-787 parents responded. This is an increase of 438 from last year.</p>		70% of staff respond to surveys

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase Staff Collegiality Measure on CA Healthy Kids Survey (Items include "close professional relationships, support and treat each other with respect, feel a responsibility to improve the school")	All Staff: 50% "Strongly Agree"	50% Strongly agree (survey only given every other year, using prior year's results)	CHKS was not administered in 2022-23 as it is only administered every other year. Local LCAP climate survey data indicated that 92.3% of staff feel connected to their school site.		All Staff: 80% "Strongly Agree"
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"	55% (survey only given every other year, using prior year's results)	CHKS was not administered in 2022-23 as it is only administered every other year. Local LCAP climate survey data indicated that 78.4% of staff feel listed to and welcomed.		All Staff: 80% "Strongly Agree"

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>2.1</b>	Codify an application process for selecting participants of District wide committees	Provide a uniform process for soliciting staff, parent, community member participation in district committees.	\$0.00	No
<b>2.2</b>	Strengthen teacher leadership and support models	Maintain one Technology TOSA (Expenditure moved to EEBG through 22-23), replace with Math TOSA- see Goal 1.24 ( 2023-24)	\$198,871.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Maintain Lead Tech TOSA position (0.6 FTE moved to EEBG through 23-24)</p> <p>Maintain teacher leadership and support through the TechLITE program.</p> <p>Encourage and promote teacher leadership in the following areas: NGSS, Sustainability, Reading and Writing Workshop, Math, STEAM, GATE.</p> <p>Encourage and promote teacher-led professional development.</p>		
2.3	Build out a new website and provide ongoing site maintenance	Use website as part of the coordinated communication efforts. Provide useful links related to curriculum resources for parents.	\$18,000.00	No
2.4	Increase frequency and type of feedback	Create a 'feedback loop' to connect educational partner input with actions of the District, implement Coordinator of Communications position who will develop a coordinated process for communications.	\$35,719.00	No
2.5	Update and refine educational partner survey	Continue to update and refine educational partner surveys	\$0.00	No

## Goal Analysis [2022-23]

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.

All actions and services in Goal 2, engage all community partners more deeply in shared decision making and improved communication with staff, parents, students and the community, were implemented. There were no substantive differences in the planned actions and actual implementation. However, for the 2022-23 school year, the teacher leadership and support through the technology learning coach, curriculum catalyst, and district innovators program was suspended due to teacher feedback. These teacher leader positions will be revised to meet the needs of teachers in the post-COVID learning environment for the 2023-24 school year.



#### Challenges:

The CA Healthy Kids Survey is only given every other year. Since it was used as one of the primary Goal 2 metrics, we created a local climate survey to help collect the needed educational partner input. We will continue to update and use the local survey along with the CA Healthy Kids in future years, as we can customize the local survey to better identify the needs of OPUSD educational partners. Maintaining up-to-date information on school websites has been an incremental process with work still needing to be done in the area (Goal 2.3).

#### Successes:

OPUSD educational partners enjoyed this first full year of "business as usual" after the pandemic. Most district committees began to meet in person again, and we had excellent parental participation on all committees (Goal 2.1). Events such as school carnivals returned and the former Math Task Force was brought back (now renamed the Mathematics Community of Practice). A process for soliciting staff, parent, and community member participation was developed and each committee had representation from all educational partner groups (Goal 2.1). A new LCAP survey and local climate survey were created with input from the LCAP Parent Advisory Committee, and survey participation increased substantially for all educational partner groups. Survey results were shared with educational partners and a follow-up survey was created for additional clarification (Goal 2.4).

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

Action 2.2 was under budget because one Technology TOSA was moved out of the LCAP and into a different funding source through the 2023-24 school year.

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

The actions and services were very successful in ensuring OPUSD made progress towards Goal 2. An application for open district committees was created and shared with educational partners to fill vacant committee seats (Goal 2.1). OPUSD offered teachers the opportunity to take on additional leadership roles through two technology TOSA positions and the addition of Learning Support Teachers, TCRWP Coaches, GATE Site Coordinators, DETF Site Representatives, EEAC Teacher Sustainability Representatives, and teacher creation of curricular resources in math, Sustainability, ELA, Intervention, and GATE (Goal 2.2). The OPUSD website continues to be updated and district departments and school sites have been working to update theirs as well (Goal 2.3). The LCAP PAC helped redesign the LCAP survey. The survey participation far exceeded past participation for all groups, including families, students and staff. Survey results were shared with all educational partner groups including the DELAC, LCAP PAC, Board of Education, school sites and families. An Educational Partner Guide to the LCAP survey was created to close the feedback loop and share what the district is doing to address educational partner input (Goal 2.4).

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.

For the 2023-24 school year, OPUSD will be bringing back the technology teacher stipends for TechLITES at each school site. The Lead Technology TOSA (Goal 2.2) will support the TechLITES (Goal 2.2) as they work with the teachers at their sites. The second Technology TOSA position will be replaced with a Math TOSA (see Goal 1.25) next year, as teachers have not needed the services of the second Technology TOSA since returning to full-time in-person instruction. The site TechLITES (Goal 2.2) will provide the additional site-based technology support as needed. The Math TOSA position has been created to assist with a TK-12 math curriculum audit, provide teachers with on-going support and implementation of research-based instructional strategies, expand OPUSD's intervention program and to support students and staff at Oak View High School ( identified for CSI support in 2023-24). An additional action, Goal 2.5, will help ensure educational partner surveys are continuously updated and refined.

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

# Goals and Actions

## Goal

Goal #	Description
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 educational partners. 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	Meals served in 21-22: 241,598 lunches and 289,502 breakfasts for a total 531,110  Met: Equivalent to 67% of students served daily	Meals served in 2022-23  Breakfast = 246,784 Lunch = 243,007 Total = 489,791 Met: Equivalent to 64.3% of students served daily		Daily meals served to 50% of student body, or 396,000 meals
Increase student participation in Athletics, Intramural Sports, and Active Clubs	Baseline 21-22: 80 students	21-22 85 Students  MCMS Interdistrict league 30 students in Cheer/ 25 students in boys and girls Basketball, 30	MCMS All Star Sports participants: soccer: 15 basketball: 26 volleyball: (starts March): 25 Cheer: 20		120 students participating

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		students in boys and girls Volleyball	#clubs: 30 #participants in clubs: 400		
Maintain the increased level of daily cleaning and routine and deferred maintenance at 98% or better as evidenced by annual FIT Score/Ranking CA Dashboard	98%	Brookside - 95.69% Oak Hills - 92.89% Red Oak - 90.80% Medea - 96.91% OPHS - 95.53% OPIS - 94.53% OVHS - 97.03% Average - 94.77%	Brookside - 98.18% Oak Hills - 97.17% Red Oak - 96.10% Medea - 96.07% OPHS - 96.91% OPIS - 99.31% OVHS - 100% Average - 97.68%		98% Maintain

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Continue increased behaviorist and psychologist support	Provide intensive social-emotional and behavioral support for students. The costs for this action represent 80% of the expenditures, which do not contribute to Increased Services for Unduplicated Pupils.	\$119,975.00	No
3.2	Integrate our progressive child nutrition program with the instructional program.	Director of Student Nutrition and Wellness (paid from Child Nutrition Services Fund) School Garden program contract: farm-to-table connection to cafeteria	\$70,490.00	No
3.3	Continue to update our PE programs to ensure an inclusive program that fosters	Maintain 3 additional elementary PE teachers and 3 aides to assist as PE coaches. Support development of new PE units and courses in grades 6-12.	\$455,092.00	No

Action #	Title	Description	Total Funds	Contributing
	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.			
<b>3.4</b>	Address the self-care needs of staff	The Asst. Superintendent of HR will collaborate with employee groups to determine supports.	\$10,000.00	No
<b>3.5</b>	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.	\$1,501,613.00	No
<b>3.6</b>	Repairs, renovation, and modernization of facilities at all sites as outlined in the board-approved Master Plan for Measure S bond fund:	<ul style="list-style-type: none"> <li>• Districtwide - Measure S bond program/project management, providing collaborative furniture</li> <li>• 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),</li> <li>• OHES - school modernization - upgrades and improvements of preschool relocatable classrooms</li> <li>• ROES - school modernization - obtain Division of the State Architect plan approval for replacement of relocatable classrooms with permanent modular construction (7 classrooms)</li> </ul>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Implement other selected facilities, technology, student safety, energy conservation and environmental needs as identified and approved by the Board of Education</li> </ul> Funds required are included in the Measure S Master Plan.		
<b>3.7</b>	Monitor the number, type, and frequency of counselor visits	Regularly monitor data related to counselor visits to identify areas of need, student groups with similar needs, or individual students needing additional supports.	\$4,600.00	No

## Goal Analysis [2022-23]

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.

There were no substantive differences in planned actions and actual implementation of these actions.

### Challenges:

While the overall aesthetics and maintenance of our campuses remains high, our Climate Survey revealed that student restroom cleanliness and maintenance was a concern for families and students. As a result, our Maintenance and Operations Department along with District Administration collaborated and put new cleaning and monitoring schedules into practice and ordered additional partitions to increase privacy (Goal 3.5). No additional self-care activities were planned for staff this school year (Goal 3.4). However, staff had access to campus Wellness Centers, and our Human Resources began a new employee recognition program.

### Successes:

With continued increased behaviorist and psychologist support, OPUSD was able to provide intensive social-emotional and behavioral support for struggling students (Goal 3.1). Red Oak Elementary School received an exterior renovation and modernization of their HVAC system over Summer 2022 (Goal 3.6). Secondary counselors met quarterly to review student data related to the numbers and types of visits students made to both their School and Wellness Counselor in order to determine next steps for student wellbeing. These Wellness Team Review meetings will continue next school year (Goal 3.7). The garden program was fully implemented and continues to be connected with our child nutrition program through a farm to table model (Goal 3.2). Additionally, Medea Creek added another intramural sports team, soccer (Goal 3.3).

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

Actions 3.2 and 3.4 were less than originally budgeted. The employee recognition and support through the Wellness Centers (3.4) had no additional cost associated with it. LCAP funding was not used to pay for the Director of Student Nutrition and Wellness (Goal 3.2) as the student nutrition program supported this position.

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

The Goal 3 actions were effective in making progress towards the goal as evidenced by the increased number of students participating in extra-curricular activities and deferred maintenance data. Increased support by a behaviorist/psychologist (Goal 3.1) was provided. The psychologist provided oversight and support for the new Wellness Centers at Medea Creek Middle School and Oak Park High School. There has been an increase in the number of students participating in the school nutrition program since the 2018-19 school year, but there was a decrease this past year (Goal 3.2). The school nutrition director sent out a survey to families to determine their favorite and least favorite food items and solicit additional feedback to improve the meal program. The gardening program (Goal 3.2) was very successful this year, with a watershed theme and a farm to table nutrition focus. The garden program coordinator shared photos and updates at EEAC meetings throughout the year. Credentialed PE teachers and PE aides (Goal 3.3) continued to be provided at elementary sites to ensure student access to high quality, standards-based PE instruction that fosters a life-long commitment to physical fitness, a love of the outdoors, and encourages healthy lifestyles. District personnel celebrated staff with the addition of an employee of the month program and supported social-emotional well being through the new Wellness Centers (Goal 3.4). A comprehensive counseling plan was also developed to provide information to staff and families about the district's counseling program. Safety (Goal 3.5) was a top priority, with the addition of safety consultant, Commander Pentis. All certificated and classified staff received active shooter training. Training was also offered to parents and secondary students. Repairs and modernization efforts (Goal 3.6) continued to be an area of focus, with priority placed on preparing elementary campuses for the addition of new TK classes. A new system for monitoring counselor visits (Goal 3.7) to the Medea Creek and Oak Park High School Wellness Center was created this year. Quarterly reviews were held to monitor students identified as at-risk social-emotionally and academically. A Wellness Team Review process was created as well as a student monitoring document to ensure where are identifying students in need of support. Pupil Services, Educational Services and school site staff worked together with others from Ventura County to create this monitoring process. It will continue to be refined next year.

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.

OPUSD staff will continue with the Goal 3 actions and services, as they have been effective in making progress towards Goal 3 metrics. There will be an additional focus on Goal 3.6, as LCAP survey results indicated that educational partner groups had concerns about restroom cleanliness.

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





# Goals and Actions

## Goal

Goal #	Description
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.

OPUSD has- for many years- served as a leader in the 'Green Schools' movement, which includes being the first school district in CA to earn the National Green Ribbon Award from the Department of Education and US Environmental Protection Agency. OPUSD was named the "Best Green School System" by the US Green Building Council in 2018. Our motto of "Educating Creative and Compassionate Global Citizens" is based on an instructional approach that includes constructivist teaching and learning. This type of instruction leads to the inclusion of authentic, hands-on learning. The inclusion of CTE Pathways in this Goal is based on the CCI Measure on the CA School Dashboard.

## 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)	7 total: OPHS: 1 Enviro Sci CP (full year), 1 Enviro Sci AP (full year), 2 Enviro Lit (half year), 2 Geopolitics (half year) MCMS: 1 Elective course	7 total: OPHS: 1 Enviro Sci CP (full year), 1 Enviro Sci AP (full year), 2 Enviro Lit (half year), 2 Geopolitics (half year) MCMS: 1 Elective course		6 courses at OPHS 2 courses at MCMS
Increase College/Career Indicator on CA School Dashboard	76.4% Prepared	76.4% (2019 data)  CC Indicator not reported on 2021 Dashboard	N/A not reported on Fall 2022 CA Dashboard		85% Prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase annual number of CTE Pathway "Completers"	45 completers in 19-20	36 completers	30 completers		75 completers per year
Increase number of students recognized with the Seal of Civic Engagement, Seal of Biliteracy, and Green Cord at graduation	2020-2021 Totals Biliteracy: 71 Green Cord: 14 Civic Engagement: 0	2021-2022 Totals Biliteracy: 37 Green Cord: 12 Civic Engagement: 3	2021-22 Totals Seal of Biliteracy: 43; Green Cord/Enviro "Seal": 12; Seal of Civic Engagement: 1		Biliteracy: 85 Green Cord: 30 Civic Engagement: 20
Increase student participation in Work Based Learning Opportunities	no known baseline	SWP Round 4 Application focuses on Work Based Learning (WBL), specifically internships and pre-apprenticeships.  OPHS hired 3 Monarch Interns and a full time Career Counselor for the 22-23 school year.	OPHS continued with 3 Monarch interns in the 2022-23 school year. The District Office Technology department hired a student worker.  4 students participated in WBL		10+ Students participate in WBL

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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	\$31,467.00	No
4.2	Support participation of staff, students, and parents in the	Provide stipends and materials to support committee work, and support for annual Sustainability Fair.	\$8,790.00	No

Action #	Title	Description	Total Funds	Contributing
	Environmental Education and Action Committee (EEAC)			
<b>4.3</b>	Continue membership in the Green Schools National Network	Continue catalyst membership in Green Schools National Network.	\$5,000.00	No
<b>4.4</b>	Provide Professional Development to staff in this area	Conference registration, subs, stipends	\$14,100.00	No
<b>4.5</b>	Design new outdoor learning spaces, including playgrounds and outdoor classrooms	Required funds are included in the Measure S Master Plan.	\$0.00	No
<b>4.6</b>	Continue to develop Career Technical Education (CTE) Pathways	Offer multiple career education pathways that meet the needs and interests of students.	\$566,843.00	No
<b>4.7</b>	Innovation Lab Specialists (IA III) at each elementary school	Provide materials and instruction in the Innovation Labs to lead STEAM project based learning.	\$177,635.00	No
<b>4.8</b>	Provide .5 CTE TOSA	Provide a .5 CTE TOSA to support high quality CTE program implementation and ensure access to CTE opportunities for Socioeconomically Low Income, English Learners, Students with Disabilities and Foster Youth.	\$75,000.00	No
<b>4.9</b>	High School Science Instructional Materials Pilot	Begin pilot process for high school science courses.	\$0.00	No

## Goal Analysis [2022-23]

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.

Goal 4 actions and services were successfully implemented. The Sustainability Fair, included in Goal 4.2, was replaced with a recycling event in collaboration with our local Waste Management and Kiwanis. Due to schedule conflicts not all school sites had EEAC representatives and not all EEAC teachers were able to attend the Green School National Conference. There was an increased focus on CTE pathways (Goal 4.6) resulting in increased expenditures.

### Challenges:

It was difficult to find volunteers to plan and assist with the recycling event (4.2). It was extremely cold and rainy on the day of the event, but there was still a strong community turn-out. Waste Management ran out of space for e-waste and will bring an additional truck to collect e-waste next year. There was a decline in the number of students earning the Seal of Civic engagement. District and school site staff participated in the Civic Engagement Network at VCOE to gain insight into program options to increase student participation. Next year, the GPA requirement will be eliminated as recommended by the Constitutional Rights Foundation and the Civic Engagement Research Group. This will make the Seal of Civic Engagement more accessible to all students.

### Successes:

Oak Park staff attended the National Green Schools Network and continued its status as a catalyst district (Goal 4.3 and 4.4). All middle school students were invited to attend outdoor school (Pali Camp) this year as the current 7th and 8th graders missed this opportunity their 6th grade year due to the pandemic (4.1).

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

Goal 4.2 cost less than originally budgeted because we held a recycling event in collaboration with Waste Management and Kiwanis in lieu of a Sustainability Fair. Goal 4.4 cost less than originally budgeted due to schedule conflicts with Green School National Conference. There was an increased focus on CTE pathways (Goal 4.6) resulting in increased expenditures.

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

The actions and services in Goal 4 helped deepen student learning through nature-based experiences and environmental stewardship in all areas of the instructional program and fostered creativity, play, experiential, and inquiry-based learning. OPUSD continued to offer the 7 environmental literacy courses, maintained the number of students graduating with a Green Cord, and continued with the Monarch Butterfly student interns (Goal 4.2). Additionally, a new student intern was hired in the Technology Department increasing work-based learning opportunities within the district (Goal 4.6). OPUSD continues to be a catalyst member of the Green Schools National Network, and a team of teachers and administrators travelled to New Orleans to participate in their national conference (Goal 4.3 and 4.4).

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.

There will be no changes made to the planned goal, metrics, desired outcomes, or actions for the 2023-24 school year.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1591918	0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.39%	0.00%	\$0.00	3.39%

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

OPUSD plans to increase and/or improve services for English Learners, Low Income, and Foster Youth students as compared to all students by implementing the actions and services described below. As an LEA with fewer than 55% unduplicated students (English Learners, Low Income, and Foster Youth), OPUSD will describe how these actions and services are principally directed to and effective in meeting its goals for English Learners, Low Income, and Foster Youth students.

District and County public health data revealed that the needs, conditions, and circumstances of our English Learner, Low Income, and Foster Youth students, led to increased adverse physical and mental health concerns due to the COVID-19 pandemic. Mitigating these ongoing physical and mental health concerns will be continually analyzed and addressed. The stress and extenuating circumstances faced by All Students, including English Learners, Low Income, and Foster Youth students, and their families during the pandemic required targeted supports, many of which have been included in this three year LCAP plan.

Actions and services primarily directed to support English Learners, Low Income, and Foster Youth students include a .2 attendance dean to support English Learners, Low Income and Foster Youth students with positive attendance practices, as Chronic Absenteeism data shows a

discrepancy between ALL Students and English Learners, Low Income and Foster Youth (Goal 1.14). In addition, a .2 Director of Student Support and Safety will be provided to coordinate the SART and SARB process and conduct home visits to support English Learner, Low Income and Foster Youth struggling with chronic absenteeism (Goal 1.18). Increased access to school counselors will be provided to English Learner, Low Income and Foster Youth students to strengthen student engagement and school connectedness (Goal 1.17), as California Healthy Kids data shows that these groups have fewer trusted adult relationships on campus and a lower level of engagement. College readiness support will be provided to English Learners, Low Income and Foster Youth students by new certificated college and career counselor (Goal 1.23) to increase the college going rate of these historically underrepresented student groups. Student progress monitoring through a comprehensive MTSS program, including Fastbridge (evidence-based) diagnostic assessments (Goal 1.21) will be provided and is principally directed toward English Learners, Low Income and Foster Youth students, as CAASPP data shows an achievement gap between the All Students group and English Learners/Low Income students. Supports for English language proficiency through the Teachers College Reading and Writing Project (TCRWP), and job embedded professional development so that teachers can better support English Learners, Low Income and Foster Youth students meet literacy standards will be provided (Goal 1.22).

New for the 2023-24 LCAP is the addition of a Categorical Programs TOSA (Goal 1.24). The Categorical Programs TOSA will provide professional development and support to teachers on instructional practices such as Universal Design for Learning (UDL), to ensure that instruction is thoughtfully designed to meet the needs of English Learners, Low Income and Foster Youth. This TOSA will also monitor student progress and provide support to English Learners, Low Income and Foster Youth to help close the achievement gaps identified in both ELA and Mathematics. A focus on the TK-12 mathematics program, including hiring an outside consultant and a mathematics TOSA will also be new for the 2023-24 school year (Goal 1.25). A TK-12 curriculum audit and on-going professional development through modeling of instructional practices to meet the needs of English Learners, Low Income and Foster Youth will be provided to increase the mathematics performance of these student groups. OPUSD decided to add the additional TOSA positions as instructional coaching has "proven to be a powerful tool for improving teacher knowledge, skills and practice" (Desimone and Pak, 2016).

District-wide implementation of these aforementioned practices will not only have an impact on the learning environment and the climate of the schools as a whole, but will also have a greater positive impact on OPUSD's English Learners, Low Income, and Foster Youth students. The district recognizes that while these funds are generated in order to serve English Learners, Low Income, and Foster Youth students, some services may, should the need arise, be utilized for students outside of these student groups. By providing the services identified as LEA-wide, OPUSD will best serve all students. The full list of expenditures is aligned with the goals of the OPUSD LCAP and addresses the needs of the district's English Learners, Low Income and Foster Youth.

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

Of the total Local Control Funding Formula (LCFF) funding, Oak Park Unified School District received \$1,591,918 to be used to support the 16.93% unduplicated students. These funds are calculated based on the number of English Learners, Low Income, and Foster Youth students in the district. The total amount was determined by the latest version of the FCMAT calculator. The services provided to support English Learners, Low Income and Foster Youth students included in this LCAP meet or exceed the 3.39% required percentage to increase or improve services. OPUSD will offer a variety of programs and services that are increased or improved for English Learners, Low Income and Foster Youth students for the 2023-24 LCAP. These actions are detailed below.

#### English Learners

ELlevation software was purchased to monitor English Learner progress (Goal 1.15). This will allow for increased access to timely, targeted intervention specifically for English Learner students. It will also allow teachers, counselors and administrators to identify potential Long Term English Learners, so that they can provide additional support before these students fall further behind. Instructional Aides will be provided to support English Learners in their core academic classes and ELD (Goal 1.16). In addition, they will assist families needing translations and support services in a variety of languages (Goal 1.13). Best practices for teaching English Language Development will be provided through TCRWP and the Ventura County Office of Education (Goal 1.22). Using the California Department of Education's English Language Arts/English Language Development Framework, with a focus on improving literacy skills for K-5, and English Language Development skill for grades 6-8 and 9-12, as referenced on the California Department of Education website (<https://www.cde.ca.gov/sp/el/er/eldstandards.asp>) will help ensure OPUSD English Learners will be able to access grade level curriculum and standards (Goal 1.21).

Low Income food insecurity does not exist in isolation, as Low Income families are often affected by multiple, overlapping issues like lack of affordable housing, social isolation, chronic or acute health problems and low wages. Taken together, these issues are important social determinants of an individual's success (USDA, 2018). OPUSD will continue to work on integrating our progressive child nutrition program with the instructional program to ensure Low Income students have a good model for healthy living and have access to nutritious meals (Goal 3.2). OPUSD will also provide increased access to small group math instruction for K-8 students during the school day using research based intervention practices (Goal 1.21). Increased access to targeted literacy instruction to K-5 students during the school day using research based intervention programs will be offered through a comprehensive MTSS program (Goal 1.21).

#### Foster Youth

Research indicates that Foster Youth experience significantly higher rates of trauma when compared to other student groups (US Department of Health and Human Services, 2016). As such, it is vital that Foster Youth have increased access to a trusted adult, who will support the students' academic and social-emotional well-being as well as ensuring that the school sites are in compliance with all legislation affecting Foster Youth students. As Josh Shipp said, "Every kid is one caring adult away from being a success story" (2015). OPUSD currently has two Foster Youth. These students are closely monitored by their school site counselors and provided increased counseling and academic supports including small group math instruction and support from a Literacy Specialist.

Historically, approximately 10-15% of Oak Park students are unduplicated (English Learners, Low Income and Foster Youth). Over time, the District has developed policies, programs, and practices that result in high academic achievement for all students, including English Learner, Low Income and Foster Youth. Based on this organizational experience, the LCAP is focused on continuing and enhancing the practices that have led to student success in the past. With small amounts of supplemental funding, OPUSD must carefully plan for the targeted implementation of practices that are principally directed to serve unduplicated pupils.



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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,667,395.00	\$80,000.00	\$62,820.00		\$7,810,215.00	\$7,522,112.00	\$288,103.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Continue position of Director of Student Support and Safety	All	\$165,129.00				\$165,129.00
1	1.2	Expand Dual Enrollment Opportunities and AP/Honors Course Offerings	All		\$0.00			\$0.00
1	1.3	Provide access to school counselors to strengthen student engagement and school connectedness	All	\$1,447,691.00				\$1,447,691.00
1	1.4	Develop clubs and advisory programs to support student connectedness and school climate	All	\$25,500.00				\$25,500.00
1	1.5	Support programs that increase student connectedness	All	\$5,000.00				\$5,000.00
1	1.6	Continue the development of Multi-Tiered Systems of Support at all grade levels	All	\$885,637.00				\$885,637.00
1	1.7	Maintain a full time District Nurse	All	\$112,849.00				\$112,849.00
1	1.8	Develop an Ethnic Studies course for grades 9-12	All	\$190.00				\$190.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Maintain our PE and Athletics 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.	All	\$0.00				\$0.00
1	1.10	Provide broad access to the arts	All	\$51,389.00		\$58,220.00		\$109,609.00
1	1.11	Continue to implement policies, practices, and procedures consistent with Challenge Success	All		\$5,000.00			\$5,000.00
1	1.12	Continue to provide Staff Development with the Teachers College Reading and Writing Project	All	\$67,645.00				\$67,645.00
1	1.13	Engage and connect with all students and families	English Learners Foster Youth Low Income	\$728.00				\$728.00
1	1.14	Address school attendance for disengaged students	Low Income	\$28,944.00				\$28,944.00
1	1.15	Support English Language Development for Multilingual Students	English Learners	\$22,875.00				\$22,875.00
1	1.16	Support English Language Development for English Learner	English Learners	\$114,346.00				\$114,346.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		(Multilingual Students)						
1	1.17	Provide access to school counselors to strengthen student engagement and school connectedness	English Learners Foster Youth Low Income	\$687,194.00				\$687,194.00
1	1.18	Continue position of Director of Student Support and Safety	English Learners Foster Youth Low Income	\$41,281.00				\$41,281.00
1	1.19	Monitor D/F lists at MCMS and OPHS	All	\$0.00				\$0.00
1	1.20	Reclassify College and Career Counselor to Certificated Counselor	All	\$44,776.00				\$44,776.00
1	1.21	Continue the development of Multi-Tiered Systems of Support at all grade levels	English Learners Foster Youth Low Income	\$540,266.00				\$540,266.00
1	1.22	Continue to provide professional development with the Teachers College Reading and Writing Project	English Learners Foster Youth Low Income	\$18,000.00				\$18,000.00
1	1.23	Reclassify College and Career Counselor to Certificated Counselor	English Learners Foster Youth Low Income	\$29,851.00				\$29,851.00
1	1.24	Provide Categorical Programs TOSA	English Learners Foster Youth Low Income	\$74,509.00				\$74,509.00
1	1.25	TK-12 mathematics program enhancement	English Learners Foster Youth	\$90,000.00				\$90,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.1	Codify an application process for selecting participants of District wide committees	All	\$0.00				\$0.00
2	2.2	Strengthen teacher leadership and support models	All	\$198,871.00				\$198,871.00
2	2.3	Build out a new website and provide ongoing site maintenance	All	\$18,000.00				\$18,000.00
2	2.4	Increase frequency and type of feedback	All	\$35,719.00				\$35,719.00
2	2.5	Update and refine educational partner survey	All	\$0.00				\$0.00
3	3.1	Continue increased behaviorist and psychologist support	Students with Disabilities	\$119,975.00				\$119,975.00
3	3.2	Integrate our progressive child nutrition program with the instructional program.	All	\$70,490.00				\$70,490.00
3	3.3	Continue to 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.	All	\$455,092.00				\$455,092.00
3	3.4	Address the self-care needs of staff	All	\$10,000.00				\$10,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	Continue to work on physical safety issues such as surveillance, preparation for earthquakes, fire, evacuation, etc.	All	\$1,501,613.00				\$1,501,613.00
3	3.6	Repairs, renovation, and modernization of facilities at all sites as outlined in the board-approved Master Plan for Measure S bond fund:	All	\$0.00				\$0.00
3	3.7	Monitor the number, type, and frequency of counselor visits	All			\$4,600.00		\$4,600.00
4	4.1	Provide field trips and experiences related to this goal	All	\$31,467.00				\$31,467.00
4	4.2	Support participation of staff, students, and parents in the Environmental Education and Action Committee (EEAC)	All	\$8,790.00				\$8,790.00
4	4.3	Continue membership in the Green Schools National Network	All	\$5,000.00				\$5,000.00
4	4.4	Provide Professional Development to staff in this area	All	\$14,100.00				\$14,100.00
4	4.5	Design new outdoor learning spaces, including playgrounds and outdoor classrooms	All	\$0.00				\$0.00
4	4.6	Continue to develop Career Technical Education (CTE) Pathways	All	\$566,843.00				\$566,843.00
4	4.7	Innovation Lab Specialists (IA III) at	All	\$177,635.00				\$177,635.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		each elementary school						
4	4.8	Provide .5 CTE TOSA	Low Income, English Learners and Foster Youth All Students with Disabilities		\$75,000.00			\$75,000.00
4	4.9	High School Science Instructional Materials Pilot	All	\$0.00				\$0.00

## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
47014735	1591918	3.39%	0.00%	3.39%	\$1,647,994.00	0.00%	3.51 %	<b>Total:</b>	\$1,647,994.00
								<b>LEA-wide Total:</b>	\$1,513,962.00
								<b>Limited Total:</b>	\$75,237.00
								<b>Schoolwide Total:</b>	\$58,795.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.13	Engage and connect with all students and families	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$728.00	
1	1.14	Address school attendance for disengaged students	Yes	Schoolwide	Low Income	All Schools	\$28,944.00	
1	1.15	Support English Language Development for Multilingual Students	Yes	LEA-wide	English Learners	All Schools	\$22,875.00	
1	1.16	Support English Language Development for English Learner (Multilingual Students)	Yes	LEA-wide	English Learners	All Schools	\$114,346.00	
1	1.17	Provide access to school counselors to strengthen student engagement and school connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$687,194.00	
1	1.18	Continue position of Director of Student Support and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$41,281.00	



Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.21	Continue the development of Multi-Tiered Systems of Support at all grade levels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$540,266.00	
1	1.22	Continue to provide professional development with the Teachers College Reading and Writing Project	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BES, OHES, ROES K-5	\$18,000.00	
1	1.23	Reclassify College and Career Counselor to Certificated Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: OPHS	\$29,851.00	
1	1.24	Provide Categorical Programs TOSA	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$74,509.00	
1	1.25	TK-12 mathematics program enhancement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$90,000.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,589,356.00	\$7,990,155.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Continue position of Director of Student Support and Safety	No	\$145,878.00	\$163,555.00
1	1.2	Expand Dual Enrollment Opportunities	No	\$10,000.00	\$8,393
1	1.3	Provide access to school counselors to strengthen student engagement and school connectedness	No	\$1,375,672.00	\$1,553,326
1	1.4	Develop an Advisory program in secondary schools to support student connectedness and school climate	No	\$25,000.00	\$1,900
1	1.5	Support programs that increase student connectedness	No	\$9,000.00	\$9,000
1	1.6	Continue the development of Multi-Tiered Systems of Support at all grade levels	No	\$336,519.00	\$361,796
1	1.7	Maintain a full time District Nurse	No	\$111,605.00	\$109,347
1	1.8	Develop an Ethnic Studies course for grades 9-12	No	\$14,190.00	\$837.00
1	1.9	Maintain our PE and Athletics programs to ensure an inclusive program that fosters a life-long	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		commitment to physical fitness, a love of the outdoors, and encourages healthy, active lifestyles that include activities, such as walking, hiking, biking, etc.			
1	1.10	Provide broad access to the arts	No	\$109,609.00	\$104,236
1	1.11	Continue to implement policies, practices, and procedures consistent with Challenge Success	No	\$5,000.00	\$5,058
1	1.12	Continue to provide Staff Development with the Teachers College Reading and Writing Project	No	\$97,645.00	\$80,681
1	1.13	Engage and connect with all students and families	Yes	\$10,788.00	\$170.00
1	1.14	Address school attendance for disengaged students	Yes	\$27,196.00	\$28,551
1	1.15	Support English Language Development for Multilingual Students	Yes	\$22,875.00	\$26,863
1	1.16	Support English Language Development for Multilingual Students	Yes	\$103,604.00	\$167054
1	1.17	Provide access to school counselors to strengthen student engagement and school connectedness	Yes	\$629,305.00	\$638,647
1	1.18	Continue position of Director of Student Support and Safety	Yes	\$38,646.00	\$40,889
1	1.19	Monitor D/F lists at MCMS and OPHS	No		
1	1.20	Reclassify College and Career Counselor to Certificated Counselor	No	\$109,716.00	\$51,300

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.21	Continue the development of Multi-Tiered Systems of Support at all grade levels	Yes	\$480,509.00	\$492,424
1	1.22	Continue to provide Staff Development with the Teachers College Reading and Writing Project	Yes	\$46,487.00	\$42,484
1	1.23	Reclassify College and Career Counselor to Certificated Counselor	Yes	\$27,428.00	\$29,553
2	2.1	Codify an application process for selecting participants of District wide committees	No		
2	2.2	Strengthen teacher leadership and support models	No	\$371,424.00	\$203,474
2	2.3	Build out a new website and provide ongoing site maintenance	No	\$18,000.00	\$18,000
2	2.4	Increase frequency and type of feedback	No	\$33,293.00	\$35,106
3	3.1	Continue increased behaviorist and psychologist support	No	\$109,092.00	\$115,374
3	3.2	Integrate our progressive child nutrition program with the instructional program.	No	\$192,105.00	\$70,490
3	3.3	Continue to 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	\$416,801.00	\$429,830
3	3.4	Address the self-care needs of staff	No	\$20,000.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Continue to work on physical safety issues such as surveillance, preparation for earthquakes, fire, evacuation, etc.	No	\$2,016,091.00	\$2,372,370.00
3	3.6	Repairs, renovation, and modernization of facilities at all sites as outlined in the board- approved Master Plan for Measure S bond fund:	No		
3	3.7	Monitor the number, type, and frequency of counselor visits	No	\$4,588.00	\$4,600
4	4.1	Provide field trips and experiences related to this goal	No	\$31,468.00	\$30,488
4	4.2	Support participation of staff, students, and parents in the Environmental Education and Action Committee (EEAC)	No	\$9,000.00	\$8,360
4	4.3	Continue membership in the Green Schools National Network	No	\$5,000.00	\$5,046.00
4	4.4	Provide Professional Development to staff in this area	No	\$35,000.00	\$28,966
4	4.5	Design new outdoor learning spaces, including playgrounds and outdoor classrooms	No		
4	4.6	Continue to develop Career Technical Education (CTE) Pathways	No	\$420,917.00	\$582,390
4	4.7	Innovation Lab Specialists (IA III) at each elementary school	No	\$169,905.00	\$169,597

## 2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1366416	\$1,386,838.00	\$1,462,648.00	(\$75,810.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	Engage and connect with all students and families	Yes	\$10,788.00	\$170		
1	1.14	Address school attendance for disengaged students	Yes	\$27,196.00	\$28551		
1	1.15	Support English Language Development for Multilingual Students	Yes	\$22,875.00	\$22875		
1	1.16	Support English Language Development for Multilingual Students	Yes	\$103,604.00	\$167054		
1	1.17	Provide access to school counselors to strengthen student engagement and school connectedness	Yes	\$629,305.00	638647		
1	1.18	Continue position of Director of Student Support and Safety	Yes	\$38,646.00	40889		
1	1.21	Continue the development of Multi-Tiered Systems of Support at all grade levels	Yes	\$480,509.00	492425		
1	1.22	Continue to provide Staff Development with the Teachers College Reading and Writing Project	Yes	\$46,487.00	\$42484		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.23	Reclassify College and Career Counselor to Certificated Counselor	Yes	\$27,428.00	29553		

## 2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
44,508,656	1366416	.12599%	3.20%	\$1,462,648.00	0.00%	3.29%	\$0.00	0.00%



# Instructions

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

### **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **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 2020–21 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

#### **Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent:*** For school districts with an unduplicated pupil percentage of 55 percent 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 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

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



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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

### **LCFF Carryover Table**

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

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

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

California Department of Education  
January 2022

**TO: MEMBERS, BOARD OF EDUCATION**

**FROM: DR. JEFF DAVIS, SUPERINTENDENT**

**DATE: JUNE 13, 2023**

**SUBJECT: B.1.b. PUBLIC HEARING AND BOARD REVIEW: PROPOSED 2023-2024  
OAK PARK UNIFIED SCHOOL DISTRICT ANNUAL BUDGET**

PUBLIC HEARING/DISCUSSION

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**ISSUE:** Shall the Board hold a public hearing and review the proposed 2023-2024 Oak Park Unified School District (OPUSD) annual operating budget?

**BACKGROUND:** On May 12, 2023 Governor Newsom presented his May Revision to the proposed 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 2023-2024 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 2023-2024 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 proposed Budget is based upon revenue projections reflecting information received from the Governor's revised budget proposal. Final State budget numbers are not available at the time of this writing. The notice for the public hearing was posted on the district website 10 days in advance and also published in the Ventura County Star by the county.

The proposed budget may be accessed at the following link: [www.opusd.org/ProposedBudget](http://www.opusd.org/ProposedBudget). The presentation and the one page summary on the proposed budget is included for the board's review

Adoption of the District's 2023-2024 LCAP and Annual Operating Budget is scheduled for the June 20, 2023 meeting of the Board of Education.

**FISCAL IMPACT:** Final approval at the Board's June 20, 2023 meeting of the District's 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 coming school year.

**BOARD POLICY:** Pursuant to Board Policy 3100 Budget - The Board shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127. The hearing shall occur at the same meeting as the public hearing on the district's LCAP and the local control funding formula (LCFF) budget overview for parents/guardians. (Education Code 42103, 42127, 52062, 52064.1)

**BOARD OF EDUCATION MEETING, JUNE 13, 2023**

Public hearing and review the proposed 2023-2024 Oak Park

Unified School District annual operating budget

Page 2

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**GOAL:** In support of OPUSD Goal 4: Utilizing resources efficiently and responsibly.

**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:

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Jeff Davis, Ed.D.  
Superintendent



# Proposed Budget 2023-24

## Oak Park Unified School District

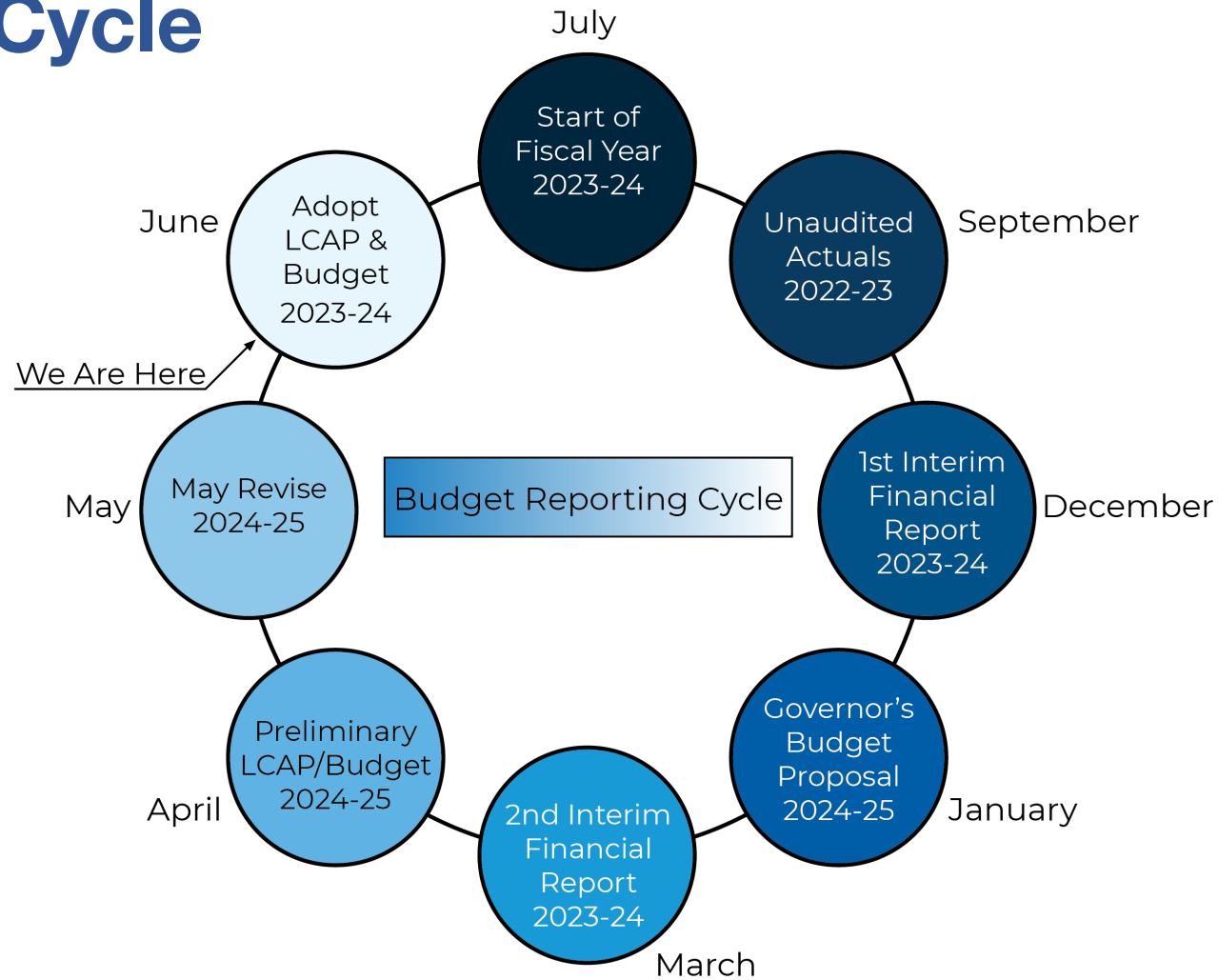
June 13, 2023



# Study Session/Public Hearing

Education Code (EC) Section 42127, requires the Governing Board of each school district to on or before July 1 of each year hold a public hearing on the budget to be adopted for the subsequent fiscal year.

# Budget Cycle



# Governor's May Revise

## What's Included

- 8.22% COLA: This results in a \$2.8M increase in ongoing revenue from 22-23
- Continued Programs:
  - Universal Meals for All
  - Expanded Learning Opportunities Program (ELOP)
  - TK Implementation
- Reductions in One-time Allocations:
  - Learning Recovery Emergency Block Grant (LREBG): 32%
  - Arts, Music, Instructional Materials, Discretionary Block Grant: 49%

# LCFF Funding Factors

Grade Span	TK-3	4-6	7-8	9-12
2022-23 Base Grant per ADA	\$9,166	\$9,304	\$9,580	\$11,102
Statutory COLA at 8.22%	\$753	\$765	\$787	\$913
Grade Span Adjustments (10.4% & 2.6%)	\$1,032	-	-	\$312
<b>2023-24 Adjusted Base Grant per ADA</b>	<b>\$10,951</b>	<b>\$10,069</b>	<b>\$10,367</b>	<b>\$12,327</b>
Transitional Kindergarten (TK) Add-On	\$3,044	-	-	-
20% Supplemental Grant per ADA (Total UPP)	\$2,190	\$2,014	\$2,073	\$2,465
65% Concentration Grant Grant per ADA (UPP Above 55%)	\$7,118	\$6,545	\$6,739	\$8,013

Factor	2019-20	2020-21	2021-22	2022-23	2023-24 Projected	2024-25 Projected	2025-26 Projected
Enrollment	4527	4355	4308	4235	4215	4183	4150
ADA	4379.33	4209.05	4174.21	4068.26	4047.77	4016.52	3984.54
Funded ADA	4428.10	4379.33	4378.42	4311.71	4207.51	4096.95	4044.06

2023-24: 104.22 Decrease in ADA from 2022-23 (Hold Harmless Cliff)

Historical Attendance Percentage: 96.66%  
2022-23 Attendance Percentage: 95.91%

3-Year Rolling Average = 139.25 ADA Increase

# Unrestricted Revenue

UNRESTRICTED			
REVENUE DETAIL	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference
LCFF Revenue Sources (8010-8099)	\$ 46,103,572	\$ 48,913,298	\$ 2,809,726
Federal Revenue (8100-8299)	\$ -	\$ -	\$ -
Other State Revenues (8300-8599)	\$ 968,347	\$ 919,790	\$ (48,557)
Other Local Revenue (8600-8799)	\$ 475,848	\$ 20,000	\$ (455,848)
<b>Total Revenues</b>	<b>\$ 47,547,767</b>	<b>\$ 49,853,088</b>	<b>\$ 2,305,321</b>

2022-23 LCFF Revenue at 4311.71 ADA: \$46,103,572
2023-24 LCFF Revenue at 4207.51 ADA: \$48,913,298
6.09% Increase in LCFF Revenue
<b>Other Local Revenue (8600-8799): Decrease</b> Donations Budgeted as Actuals Workers' Compensation Dividend
LCFF: 98.11% of Unrestricted Revenue

# Restricted Revenue

RESTRICTED			
REVENUE DETAIL	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference
LCFF Revenue Sources (8010-8099)	\$ -	\$ -	\$ -
Federal Revenue (8100-8299)	\$ 1,523,051	\$ 1,192,246	\$ (330,805)
Other State Revenues (8300-8599)	\$ 5,036,431	\$ 1,092,979	\$ (3,943,452)
Other Local Revenue (8600-8799)	\$ 5,880,059	\$ 5,153,397	\$ (726,662)
<b>Total Revenues</b>	<b>\$ 12,439,541</b>	<b>\$ 7,438,622</b>	<b>\$ (5,000,919)</b>

Federal Revenue (8100-8299): \$369,974 Decrease in ESSER

**Other State Revenue (8300-8599): Decreases in**

LREBG: \$1,298,988

AMIMBG: \$1,805,495

KIT: \$552,720

EEBG: \$228,525

**Other Local Revenue(8600-8799): Decrease in**

Parent Organizations and Donations: \$658,269

# Unrestricted Expenditures

UNRESTRICTED			
EXPENDITURE DETAIL	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference
Certificated Salaries (1000-1999)	\$ 23,488,330	\$ 23,930,180	\$ (441,850)
Classified Salaries (2000-2999)	\$ 5,665,299	\$ 6,154,286	\$ (488,987)
Benefits (3000-3999)	\$ 10,718,782	\$ 11,216,425	\$ (497,643)
Total Books and Supplies (4000-4999)	\$ 841,557	\$ 1,179,491	\$ (337,934)
Total Services and Other Operating Expenditures (5000-5999)	\$ 3,822,671	\$ 4,136,577	\$ (313,906)
Total Capital Outlay (6000-6999)	\$ -	\$ -	\$ -
Other Outgo Total (7100-7299, 7400-7499, & 7300-7399)	\$ 21,215	\$ (34,964)	\$ 56,179
<b>Total Expenditures</b>	<b>\$ 44,557,854</b>	<b>\$ 46,581,995</b>	<b>\$ (2,024,141)</b>

## **Certificated Salaries (1000-1999): Increases**

Salary Increases from Prior Year (Full 8% Impact): \$347,665

Shifting Supplemental Cost to Salaries: \$53,179

## **Classified Salaries (2000-2999): Increases**

Salary Increases from Prior Year (Full 8% Impact): \$115,204

Literacy & Numeracy Aides: \$246,471

Hourly/OT: \$63,814

**Salaries and Benefits: 88.66% of Unrestricted Expenditures**



# Unrestricted Expenditures

UNRESTRICTED			
EXPENDITURE DETAIL	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference
Certificated Salaries (1000-1999)	\$ 23,488,330	\$ 23,930,180	\$ (441,850)
Classified Salaries (2000-2999)	\$ 5,665,299	\$ 6,154,286	\$ (488,987)
Benefits (3000-3999)	\$ 10,718,782	\$ 11,216,425	\$ (497,643)
Total Books and Supplies (4000-4999)	\$ 841,557	\$ 1,179,491	\$ (337,934)
Total Services and Other Operating Expenditures (5000-5999)	\$ 3,822,671	\$ 4,136,577	\$ (313,906)
Total Capital Outlay (6000-6999)	\$ -	\$ -	\$ -
Other Outgo Total (7100-7299, 7400-7499, & 7300-7399)	\$ 21,215	\$ (34,964)	\$ 56,179
<b>Total Expenditures</b>	<b>\$ 44,557,854</b>	<b>\$ 46,581,995</b>	<b>\$ (2,024,141)</b>

## Benefits (3000-3999): Increases

STRS: \$133,060

PERS: \$258,827

Health and Welfare: \$179,547

## Books and Supplies (4000-4999): Increases

Chromebooks 1:1 (Lottery): \$469,030

Textbooks (Lottery): \$91,551

## Services and Other Operating (5000-5999): Increases

Property & Liability Insurance: \$278,398

Technology Increases: \$64,890

Pool Rental: \$25,000

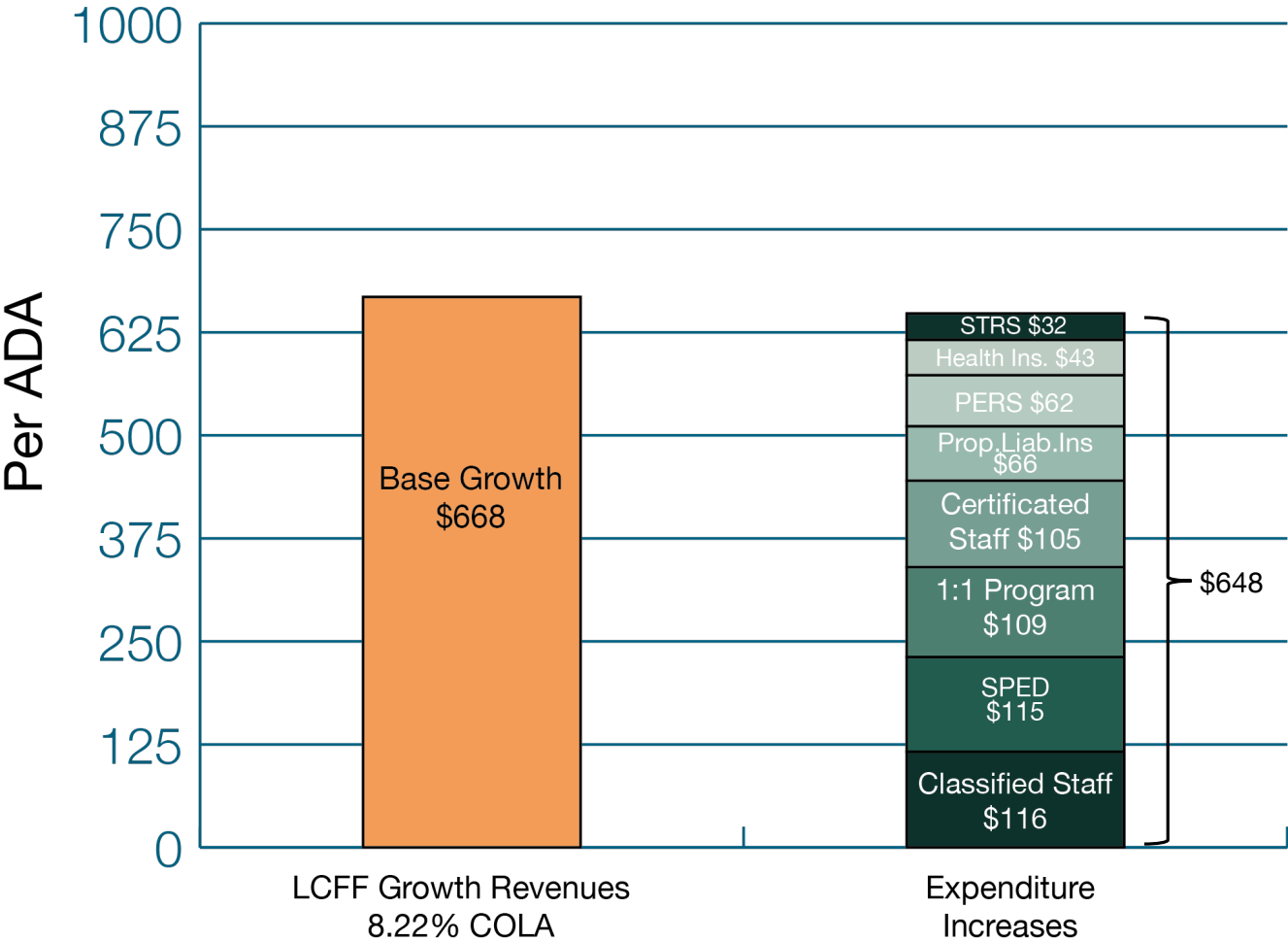
CPI: 3.54%

# Unrestricted Expenditures

UNRESTRICTED			
OTHER FINANCING SOURCES	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference
Transfer In	\$ -	\$ -	\$ -
Transfer Out (7611): GF to Fund 120 (Club)	\$ -	\$ -	\$ -
Transfer Out (7616): GF to Fund 130 (CNS)	\$ -	\$ -	\$ -
Transfer Out (7612): GF to Fund 170 (Special Reserve)	\$ -	\$ -	\$ -
Contributions (8980)	\$ (2,769,253)	\$ (3,251,094)	\$ (481,841)
<b>Total Other Financing Sources</b>	<b>\$ (2,769,253)</b>	<b>\$ (3,251,094)</b>	<b>\$ (481,841)</b>

**Other Financing Sources: Contributions (8980) Increase**  
Special Education (AB602): \$476,409

# Revenue & Expenditure Increases



# Restricted Expenditures

RESTRICTED			
EXPENDITURE DETAIL	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference
Certificated Salaries (1000-1999)	\$ 2,981,247	\$ 3,228,245	\$ (246,998)
Classified Salaries (2000-2999)	\$ 2,915,398	\$ 2,538,944	\$ 376,454
Benefits (3000-3999)	\$ 2,190,126	\$ 2,376,012	\$ (185,886)
Total Books and Supplies (4000-4999)	\$ 1,886,303	\$ 787,178	\$ 1,099,125
Total Services and Other Operating Expenditures (5000-5999)	\$ 3,176,923	\$ 1,996,353	\$ 1,180,570
Total Capital Outlay (6000-6999)	\$ 37,194	\$ -	\$ 37,194
Other Outgo Total (7100-7299, 7400-7499, & 7300-7399)	\$ 367,058	\$ 398,244	\$ (31,186)
<b>Total Expenditures</b>	<b>\$ 13,554,249</b>	<b>\$ 11,324,976</b>	<b>\$ 2,229,273</b>

# Categorical Funding

Resource Description	Expiration Date	2022-23 Projected EFB	2023-24 Proposed Budget Revenues	2023-24 Proposed Budget Expenses	2023-24 Estimated Balance Remaining
ESSER III	9/30/24	\$ -	\$ -	\$ -	\$ -
EEBG	6/30/26	\$ 726,607	\$ -	\$ 424,949	\$ 301,658
Arts, Music, IM BG <sup>1</sup>	6/30/26	\$ 1,586,645	\$ -	\$ 300,000	\$ 1,286,645
A-G Completion	9/30/26	\$ 94,639	\$ -	\$ 30,587	\$ 64,052
ELO-G	9/30/24	\$ -	\$ -	\$ -	\$ -
Learning Recovery BG <sup>2</sup>	6/30/28	\$ 337,516	\$ -	\$ 326,547	\$ 10,969
ELO-P	6/30/2024 <sup>3</sup>	\$ 462,870	\$ 498,772	\$ 747,926	\$ 213,716
		<b>\$ 3,208,277</b>	<b>\$ 498,772</b>	<b>\$ 1,830,009</b>	<b>\$ 1,877,040</b>

<sup>1</sup>Includes Governor's proposed 49% May Revise reduction

<sup>2</sup>Includes Governor's proposed 32% May Revise reduction

<sup>3</sup>This applies to the first two years of funding (2021-22 & 2022-23)

# Ending Balances

FUND BALANCE AND RESERVE DETAIL	UNRESTRICTED		RESTRICTED		COMBINED	
	Estimated Actuals 2022-23	Proposed Budget 2023-24	Estimated Actuals 2022-23	Proposed Budget 2023-24	Estimated Actuals 2022-23	Proposed Budget 2023-24
Beginning Fund Balance (July 1)	\$ 2,429,783	\$ 2,650,443	\$ 2,730,627	\$ 2,730,627	\$ 5,160,410	\$ 5,381,070
NET INCREASE (DECREASE) IN FUND BALANCE	\$ 220,660	\$ 19,999	\$ 1,654,545	\$ (1,369,393)	\$ (1,148,733)	\$ (1,349,394)
Ending Balance (June 30)	\$ 2,650,443	\$ 2,670,442	\$ 4,382,672	\$ 1,361,234	\$ 4,011,677	\$ 4,031,676
COMPONENTS OF FUND/ENDING BALANCE						
•Restricted	\$ -	\$ -	\$ 4,382,672	\$ 1,361,234	\$ 4,382,672	\$ 1,361,234
•Assigned						
· Additional Funds Beyond Fund 17 to Meet 3% REU	\$ 55,343	\$ 71,213	\$ -	\$ -	\$ 55,343	\$ 71,213
· Additional Funds to Meet 6% REU Policy	\$ 1,743,363	\$ 1,759,233	\$ -	\$ -	\$ 1,743,363	\$ 1,759,233
· Stabilization Funds to Offset Outyear Deficit Spending	\$ 849,237	\$ 839,996	\$ -	\$ -	\$ 849,237	\$ 839,996
· Prepaid	\$ 2,500	\$ -				
•Unassigned Reserve	\$ (0)	\$ (0)	\$ -	\$ -	\$ (0)	\$ (0)
Fund 17: Special Reserve Fund (REU)	\$ 1,688,020	\$ 1,688,020	\$ -	\$ -	\$ 1,688,020	\$ 1,688,020
Total REU Amount (Fund 17 + Assigned Fund Balance)	\$ 3,486,726	\$ 3,518,466		\$ -	\$ 3,486,726	\$ 3,518,466
State Statute 3% REU	\$ 1,743,363	\$ 1,759,233				
Reserve Policy 6% REU	\$ 3,486,726	\$ 3,518,466				

Total Unrestricted Reserve Amount - Including All Assignments	\$ 4,338,463	\$ 4,358,462
Total Unrestricted Reserves by Percent - Including All Assignments	7.47%	7.43%

# MYP Assumptions

Multi-Year Projection Assumptions	Proposed Budget 2023-24	Projection 2024-25	Projection 2025-26
Department of Finance Statutory COLA	8.22%	3.94%	3.29%
Planning COLA	8.22%	3.94%	3.29%
Enrollment	4220	4188	4155
Projected ADA	4047.77	4016.52	3984.54
Funded ADA (Prior 3-Year Average) @ 2nd Interim	4207.51	4096.95	4044.06
Attendance Factor @ 2nd Interim	95.91%	95.91%	95.91%
Funding Per ADA - LCFF	\$11,625	\$12,077	\$12,437
Unduplicated % (3 Year Rolling Average)	16.93%	16.63%	15.08%
LCFF Supplemental	\$1,591,918	\$1,582,649	\$1,463,093
Lottery-Unrestricted (Per ADA)	\$170	\$170	\$170
Lottery-Restricted (Per ADA)	\$67	\$67	\$67
CalSTRS Employer Rates	19.10%	19.10%	19.10%
CalPERS Employer Rates	26.68%	27.70%	28.30%
Unemployment Insurance Rate	0.05%	0.05%	0.05%
CPI	3.54%	3.02%	2.64%
Restricted Salaries Moving to Unrestricted Budget	\$303,926	\$180,550	\$378,475

# General Fund and Categorical Salaries

Position	2023-24	2024-25	2025-26	2026-27
Assistant Director	\$ -	\$ -	\$ 196,804	\$ 196,804
Technology TOSA	\$ -	\$ 95,289	\$ 95,289	\$ 95,289
Math TOSA	\$ -	\$ 69,356	\$ 69,356	\$ 69,356
IA I: Literacy & Numeracy <sup>1</sup>	\$ 260,474	\$ 260,474	\$ 260,474	\$ 260,474
Psychologist	\$ 17,059	\$ 32,964	\$ 32,964	\$ 32,964
Coordinator TK	\$ 26,393	\$ 26,393	\$ 26,393	\$ 26,393
Wellness Counselor	\$ -	\$ -	\$ 181,671	\$ 181,671
<b>New Unrestricted Salary Costs from Restricted</b>	<b>\$ 303,926</b>	<b>\$ 180,550</b>	<b>\$ 378,475</b>	<b>\$ -</b>

<sup>1</sup> Total Cost of Literacy & Numeracy Aides: \$505,740



# Combined MYP

General Fund	Proposed Budget 2023-24	Projection 2024-25	Projections 2025-26
<b>Revenues and Other Financing Sources</b>			
LCFF Revenue	\$ 48,913,298	\$ 49,477,850	\$ 50,295,434
Federal Revenue	\$ 1,192,246	\$ 1,091,598	\$ 1,091,598
State Revenue	\$ 2,012,769	\$ 1,462,742	\$ 1,455,765
Local Revenue	\$ 5,173,397	\$ 4,991,352	\$ 4,991,927
Contributions (SPED/Maint)	\$ -	\$ -	\$ -
<b>Total Revenue</b>	<b>\$ 57,291,710</b>	<b>\$ 57,023,542</b>	<b>\$ 57,834,724</b>
<b>Expenditures and Other Financing Uses</b>			
Certificated Salaries	\$ 27,158,425	\$ 27,401,534	\$ 27,684,890
Classified Salaries	\$ 8,693,230	\$ 8,783,336	\$ 8,886,115
Benefits	\$ 13,592,437	\$ 13,833,293	\$ 13,969,236
Books and Supplies	\$ 1,966,669	\$ 1,885,630	\$ 1,886,327
Services and Operating	\$ 6,132,930	\$ 6,166,759	\$ 6,272,259
Capital Outlay	\$ -	\$ -	\$ -
Other Outgo	\$ 363,280	\$ 363,280	\$ 363,280
Other Financing Uses: Transfers Out	\$ 734,133	\$ 213,716	\$ -
<b>Total Expenditures &amp; Transfers Out</b>	<b>\$ 58,641,104</b>	<b>\$ 58,647,549</b>	<b>\$ 59,062,107</b>
<b>Net Increase (Decrease) in Combined Fund Balance</b>	<b>\$ (1,349,394)</b>	<b>\$ (1,624,006)</b>	<b>\$ (1,227,383)</b>
<b>Net Increase (Decrease) in Unrestricted Fund Balance</b>	<b>\$ 19,999</b>	<b>\$ (565,513)</b>	<b>\$ (613,488)</b>
<b>Fund Balance</b>			
Beginning Fund Balance: July 1	\$ 7,035,615	\$ 5,686,221	\$ 4,062,215
Ending Fund Balance: June 30	\$ 5,686,221	\$ 4,062,215	\$ 2,834,832
Components of Fund Balance			
·Restricted	\$ 3,015,779	\$ 1,957,285	\$ 1,343,391
·Assigned	\$ 2,670,442	\$ 2,104,929	\$ 1,491,441
·Unassigned	\$ -	\$ (0)	\$ (0)
Fund 17: Special Reserve Fund (REU)	\$ 1,688,020	\$ 1,688,020	\$ 1,688,020
<b>Total Unrestricted Reserves by Amount - Includes All Assignments</b>	<b>\$ 4,358,462</b>	<b>\$ 3,792,949</b>	<b>\$ 3,179,461</b>
<b>Total Unrestricted Reserves by Percent - Includes All Assignments</b>	<b>7.43%</b>	<b>6.47%</b>	<b>5.38%</b>
State Statute 3% REU	\$ 1,759,233	\$ 1,759,426	\$ 1,771,863
District Reserve Policy 6% REU	\$ 3,518,466	\$ 3,518,853	\$ 3,543,726
Meets State Reserve Standards: 3%	Yes	Yes	Yes
Meets District Reserve Standards: 6%	Yes	Yes	No

*Deficit Spending* - when expenditures exceed its revenues during a fiscal period, causing a net decrease to the fund balance.

*Structural Deficit Spending* – When deficit spending occurs as a result of only reoccurring items in the budget.

*Structural Deficit Spending is far more concerning because without additional revenue, it requires making cuts to remedy.*

# Club Oak Park & Nutrition Services

General Fund	Club Oak Park Fund 12	Nutrition Services Fund 13
<b>Revenues and Other Financing Sources</b>		
LCFF Revenue	\$ -	\$ -
Federal Revenue	\$ -	\$ 411,446
State Revenue	\$ -	\$ 1,640,384
Local Revenue	\$ 2,245,836	\$ -
Contributions (SPED/Maint)	\$ -	\$ -
<b>Total Revenue</b>	<b>\$ 2,245,836</b>	<b>\$ 2,051,830</b>
<b>Expenditures and Other Financing Uses</b>		
Certificated Salaries	\$ 142,511	\$ -
Classified Salaries	\$ 498,789	\$ 784,767
Benefits	\$ 312,658	\$ 297,340
Books and Supplies	\$ 65,892	\$ 960,000
Services and Operating	\$ 1,100,274	\$ 22,650
Capital Outlay		\$ -
Other Outgo	\$ -	\$ 63,997
Other Financing Uses: Transfers Out	\$ -	\$ -
<b>Total Expenditures</b>	<b>\$ 2,120,124</b>	<b>\$ 2,128,754</b>
<b>Net Increase (Decrease) in Fund Balance</b>	<b>\$ 125,712</b>	<b>\$ (76,924)</b>
<b>Fund Balance</b>		
Beginning Fund Balance: July 1	\$ 265.00	\$ 791,476.00
<b>Ending Fund Balance: June 30</b>	<b>\$ 125,977.00</b>	<b>\$ 714,552.00</b>

# Questions?



*Educating Compassionate and Creative Global Citizens*

Estimated Actuals 22/23 & Proposed Budget 23/24

REVENUE DETAIL	UNRESTRICTED			RESTRICTED			COMBINED		
	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference
LCFF Revenue Sources (8010-8099)	\$ 46,103,572	\$ 48,913,298	\$ 2,809,726	\$ -	\$ -	\$ -	\$ 46,103,572	\$ 48,913,298	\$ 2,809,726
Federal Revenue (8100-8299)	\$ -	\$ -	\$ -	\$ 1,523,051	\$ 1,192,246	\$ (330,805)	\$ 1,523,051	\$ 1,192,246	\$ (330,805)
Other State Revenues (8300-8599)	\$ 968,347	\$ 919,790	\$ (48,557)	\$ 5,036,431	\$ 1,092,979	\$ (3,943,452)	\$ 6,004,778	\$ 2,012,769	\$ (3,992,009)
Other Local Revenue (8600-8799)	\$ 475,848	\$ 20,000	\$ (455,848)	\$ 5,880,059	\$ 5,153,397	\$ (726,662)	\$ 6,355,907	\$ 5,173,397	\$ (1,182,510)
Total Revenues	\$ 47,547,767	\$ 49,853,088	\$ 2,305,321	\$ 12,439,541	\$ 7,438,622	\$ (5,000,919)	\$ 59,987,308	\$ 57,291,710	\$ (2,695,598)

SALARIES & BENEFITS (1000-3999)	UNRESTRICTED			RESTRICTED			COMBINED		
	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference
Total Certificated Salaries(1000-1999)	\$ 23,488,330	\$ 23,930,180	\$ (441,850)	\$ 2,981,247	\$ 3,228,245	\$ (246,998)	\$ 26,469,577	\$ 27,158,425	\$ (688,848)
Total Classified Salaries (2000-2999)	\$ 5,665,299	\$ 6,154,286	\$ (488,987)	\$ 2,915,398	\$ 2,538,944	\$ 376,454	\$ 8,580,697	\$ 8,693,230	\$ (112,533)
Total Employee Benefits (3000-3999)	\$ 10,718,782	\$ 11,216,425	\$ (497,643)	\$ 2,190,126	\$ 2,376,012	\$ (185,886)	\$ 12,908,908	\$ 13,592,437	\$ (683,529)
Total Salaries & Benefits	\$ 39,872,411	\$ 41,300,891	\$ (1,428,480)	\$ 8,086,771	\$ 8,143,201	\$ (56,430)	\$ 47,959,182	\$ 49,444,092	\$ (1,484,910)

BOOKS AND SUPPLIES (4000-4999)	UNRESTRICTED			RESTRICTED			COMBINED		
	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference
Approved Textbooks (4100)	\$ 210,851	\$ 113,490	\$ 97,361	\$ 612,325	\$ 281,199	\$ 331,126	\$ 823,176	\$ 394,689	\$ 428,487
Other Books and Reference Materials (4200)	\$ 6,523	\$ 1,900	\$ 4,623	\$ 8,967	\$ 20,000	\$ (11,033)	\$ 15,490	\$ 21,900	\$ (6,410)
Materials and Supplies (4300)	\$ 432,327	\$ 413,211	\$ 19,116	\$ 731,174	\$ 458,007	\$ 273,167	\$ 1,163,501	\$ 871,218	\$ 292,283
Non-Capitalized Equipment (4400)	\$ 191,856	\$ 650,890	\$ (459,034)	\$ 533,837	\$ 27,972	\$ 505,865	\$ 725,693	\$ 678,862	\$ 46,831
Total Books and Supplies	\$ 841,557	\$ 1,179,491	\$ (337,934)	\$ 1,886,303	\$ 787,178	\$ 1,099,125	\$ 2,727,860	\$ 1,966,669	\$ 761,191

SERVICES AND OTHER OPERATING EXPENSES (5000-5999)	UNRESTRICTED			RESTRICTED			COMBINED		
	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference
Travel and Conference (5200)	\$ 98,699	\$ 58,015	\$ 40,684	\$ 129,443	\$ 91,000	\$ 38,443	\$ 228,142	\$ 149,015	\$ 79,127
Dues and Memberships (5300)	\$ 48,718	\$ 58,112	\$ (9,394)	\$ -	\$ -	\$ -	\$ 48,718	\$ 58,112	\$ (9,394)
Insurance (5400-5450)	\$ 835,593	\$ 1,113,991	\$ (278,398)	\$ -	\$ -	\$ -	\$ 835,593	\$ 1,113,991	\$ (278,398)
Gas Utility Service (5510)	\$ 112,690	\$ 130,000	\$ (17,310)	\$ -	\$ -	\$ -	\$ 112,690	\$ 130,000	\$ (17,310)
Electric Utility Service (5520)	\$ 359,173	\$ 285,035	\$ 74,138	\$ -	\$ -	\$ -	\$ 359,173	\$ 285,035	\$ 74,138
Water Utility Service (5540)	\$ 279,302	\$ 300,000	\$ (20,698)	\$ -	\$ -	\$ -	\$ 279,302	\$ 300,000	\$ (20,698)
Trash / Sewer Services (5560)	\$ 280,893	\$ 309,889	\$ (28,996)	\$ -	\$ -	\$ -	\$ 280,893	\$ 309,889	\$ (28,996)
Rents, Leases, and Repairs (5600)	\$ 193,771	\$ 147,329	\$ 46,442	\$ 589,560	\$ 486,000	\$ 103,560	\$ 783,331	\$ 633,329	\$ 150,002
Professnl/Consult Serv & Opera (5800)	\$ 142,106	\$ 139,606	\$ 2,500	\$ 1,758	\$ -	\$ 1,758	\$ 143,864	\$ 139,606	\$ 4,258
Other Operating Expense (5820)	\$ 1,200,872	\$ 1,317,080	\$ (116,208)	\$ 2,440,370	\$ 1,399,353	\$ 1,041,017	\$ 3,641,242	\$ 2,716,433	\$ 924,809
Legal Fees (5899)	\$ 243,161	\$ 243,160	\$ 1	\$ 15,792	\$ 20,000	\$ (4,208)	\$ 258,953	\$ 263,160	\$ (4,207)
Telephone and Communications (5900)	\$ 27,693	\$ 34,360	\$ (6,667)	\$ -	\$ -	\$ -	\$ 27,693	\$ 34,360	\$ (6,667)
Total Services and Other Operating Expenditures	\$ 3,822,671	\$ 4,136,577	\$ (313,906)	\$ 3,176,923	\$ 1,996,353	\$ 1,180,570	\$ 6,999,594	\$ 6,132,930	\$ 866,664

CAPITAL OUTLAY (6000-6999)	UNRESTRICTED			RESTRICTED			COMBINED		
	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference
Site Improvements (6100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment New \$5000+ (6400)	\$ -	\$ -	\$ -	\$ 37,194	\$ -	\$ 37,194	\$ 37,194	\$ -	\$ 37,194
Total Capital Outlay	\$ -	\$ -	\$ -	\$ 37,194	\$ -	\$ 37,194	\$ 37,194	\$ -	\$ 37,194

OTHER OUTGO (7100-7299, 7400-7499, & 7300-7399)	UNRESTRICTED			RESTRICTED			COMBINED		
	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference
Excess Costs payments to Other (7141)	\$ -	\$ -	\$ -	\$ 222,048	\$ 211,573	\$ 10,475	\$ 222,048	\$ 211,573	\$ 10,475
Excess Costs payments to County (7142)	\$ 52,703	\$ -	\$ 52,703	\$ 112,595	\$ 157,633	\$ (45,038)	\$ 165,298	\$ 157,633	\$ 7,665
Debt Service - Interest (7438)	\$ 4,422	\$ 2,105	\$ 2,317	\$ -	\$ -	\$ -	\$ 4,422	\$ 2,105	\$ 2,317
Debt Service - Principal (7439)	\$ 53,649	\$ 55,966	\$ (2,317)	\$ -	\$ -	\$ -	\$ 53,649	\$ 55,966	\$ (2,317)
Transfers of Indirect Costs (7310)	\$ (32,415)	\$ (29,038)	\$ (3,377)	\$ 32,415	\$ 29,038	\$ 3,377	\$ -	\$ -	\$ -
Transfers of Indirect Costs (7350) (Club & CNS)	\$ (57,144)	\$ (63,997)	\$ 6,853	\$ -	\$ -	\$ -	\$ (57,144)	\$ (63,997)	\$ 6,853
Other Outgo Total	\$ 21,215	\$ (34,964)	\$ 56,179	\$ 367,058	\$ 398,244	\$ (31,186)	\$ 388,273	\$ 363,280	\$ 24,993

	UNRESTRICTED			RESTRICTED			COMBINED		
	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference
Total Expenditures	\$ 44,557,854	\$ 46,581,995	\$ (2,024,141)	\$ 13,554,249	\$ 11,324,976	\$ 2,229,273	\$ 58,112,103	\$ 57,906,971	\$ 205,132
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES	\$ 2,989,913	\$ 3,271,093		\$ (1,114,708)	\$ (3,886,354)		\$ 1,875,205	\$ (615,261)	

OTHER FINANCING SOURCES	UNRESTRICTED			RESTRICTED			COMBINED		
	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference
Transfer In	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer Out (7611): GF to Fund 120 (Club)	\$ -	\$ -	\$ -	\$ -	\$ 734,133	\$ (734,133)	\$ -	\$ 734,133	\$ (734,133)
Transfer Out (7616): GF to Fund 130 (CNS)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer Out (7612): GF to Fund 170 (Special Reserve)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contributions (8980)	\$ (2,769,253)	\$ (3,251,094)	\$ (481,841)	\$ 2,769,253	\$ 3,251,094	\$ 481,841	\$ -	\$ -	\$ -
Total Other Financing Sources	\$ (2,769,253)	\$ (3,251,094)	\$ (481,841)	\$ 2,769,253	\$ 2,516,961	\$ (252,292)	\$ -	\$ (734,133)	\$ (734,133)

FUND BALANCE RESERVES	UNRESTRICTED			RESTRICTED			COMBINED		
	Estimated Actuals 2022-23	Proposed Budget 2023-24		Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference	Estimated Actuals 2022-23	Proposed Budget 2023-24	Difference
Beginning Fund Balance (July 1)	\$ 2,429,783	\$ 2,650,443		\$ 2,730,627	\$ 4,385,172		\$ 5,160,410	\$ 7,035,615	
NET INCREASE (DECREASE) IN FUND BALANCE	\$ 220,660	\$ 19,999		\$ 1,654,545	\$ (1,369,393)		\$ 1,875,205	\$ (1,349,394)	
Ending Balance (June 30)	\$ 2,650,443	\$ 2,670,442		\$ 4,385,172	\$ 3,015,779		\$ 7,035,615	\$ 5,686,221	

COMPONENTS OF FUND/ENDING BALANCE	UNRESTRICTED			RESTRICTED			COMBINED		
	Estimated Actuals 2022-23	Proposed Budget 2023-24		Estimated Actuals 2022-23	Proposed Budget 2023-24		Estimated Actuals 2022-23	Proposed Budget 2023-24	
•Restricted	\$ -	\$ -		\$ 4,385,172	\$ 3,015,779		\$ 4,385,172	\$ 3,015,779	
•Assigned									
• Additional Funds Beyond Fund 17 to Meet 3% REU	\$ 55,343	\$ 71,213		\$ -	\$ -		\$ 55,343	\$ 71,213	
• Additional Funds to Meet 6% REU Policy	\$ 1,743,363	\$ 1,759,233		\$ -	\$ -		\$ 1,743,363	\$ 1,759,233	
• Stabilization Funds to Offset Outyear Deficit Spending	\$ 849,237	\$ 839,996		\$ -	\$ -		\$ 849,237	\$ 839,996	
• Prepaid	\$ 2,500	\$ -		\$ -	\$ -		\$ 2,500	\$ -	
•Unassigned Reserves	\$ (0)	\$ (0)		\$ -	\$ -		\$ (0)	\$ (0)	
Fund 17: Special Reserve Fund (REU)	\$ 1,688,020	\$ 1,688,020		\$ -	\$ -		\$ 1,688,020	\$ 1,688,020	
Total REU Amount (Fund 17 + Assigned Fund Balance)	\$ 3,486,726	\$ 3,518,466		\$ -	\$ -		\$ 3,486,726	\$ 3,518,466	

State Statute 3% REU	\$ 1,743,363	\$ 1,759,233
District Minimum Reserve Policy 6% REU	\$ 3,486,726	\$ 3,518,466

Total Unrestricted Reserve Amount - Including All Assignments	\$ 4,338,463	\$ 4,358,462
Total Unrestricted Reserves by Percent - Including All Assignments	7.47%	7.43%

# Multi-Year Projection - Combined

General Fund	Proposed Budget 2023-24	Projection 2024-25	Projections 2025-26
Revenues and Other Financing Sources			
LCFF Revenue	\$ 48,913,298	\$ 49,477,850	\$ 50,295,434
Federal Revenue	\$ 1,192,246	\$ 1,091,598	\$ 1,091,598
State Revenue	\$ 2,012,769	\$ 1,462,742	\$ 1,455,765
Local Revenue	\$ 5,173,397	\$ 4,991,352	\$ 4,991,927
Contributions (SPED/Maint)	\$ -	\$ -	\$ -
Total Revenue	\$ 57,291,710	\$ 57,023,542	\$ 57,834,724
Expenditures and Other Financing Uses			
Certificated Salaries	\$ 27,158,425	\$ 27,401,534	\$ 27,684,890
Classified Salaries	\$ 8,693,230	\$ 8,783,336	\$ 8,886,115
Benefits	\$ 13,592,437	\$ 13,833,293	\$ 13,969,236
Books and Supplies	\$ 1,966,669	\$ 1,885,630	\$ 1,886,327
Services and Operating	\$ 6,132,930	\$ 6,166,759	\$ 6,272,259
Capital Outlay	\$ -	\$ -	\$ -
Other Outgo	\$ 363,280	\$ 363,280	\$ 363,280
Other Financing Uses: Transfers Out	\$ 734,133	\$ 213,716	\$ -
Total Expenditures & Transfers Out	\$ 58,641,104	\$ 58,647,549	\$ 59,062,107
Net Increase (Decrease) in Combined Fund Balance	\$ (1,349,394)	\$ (1,624,006)	\$ (1,227,383)
Net Increase (Decrease) in Unrestricted Fund Balance	\$ 19,999	\$ (565,513)	\$ (613,488)
Fund Balance			
Beginning Fund Balance: July 1	\$ 7,035,615	\$ 5,686,221	\$ 4,062,215
Ending Fund Balance: June 30	\$ 5,686,221	\$ 4,062,215	\$ 2,834,832
Components of Fund Balance			
·Restricted	\$ 3,015,779	\$ 1,957,285	\$ 1,343,391
·Assigned	\$ 2,670,442	\$ 2,104,929	\$ 1,491,441
·Unassigned	\$ -	\$ (0)	\$ (0)
Fund 17: Special Reserve Fund (REU)	\$ 1,688,020	\$ 1,688,020	\$ 1,688,020
Total Unrestricted Reserves by Amount - Includes All Assignments	\$ 4,358,462	\$ 3,792,949	\$ 3,179,461
Total Unrestricted Reserves by Percent - Includes All Assignments	7.43%	6.47%	5.38%
State Statute 3% REU	\$ 1,759,233	\$ 1,759,426	\$ 1,771,863
District Reserve Policy 6% REU	\$ 3,518,466	\$ 3,518,853	\$ 3,543,726
Meets State Reserve Standards: 3%	Yes	Yes	Yes
Meets District Reserve Standards: 6%	Yes	Yes	No

Multi-Year Projection Assumptions	Proposed Budget 2023-24	Projection 2024-25	Projection 2025-26
Department of Finance Statutory COLA	8.22%	3.94%	3.29%
Planning COLA	8.22%	3.94%	3.29%
Enrollment	4220	4188	4155
Projected ADA	4047.77	4016.52	3984.54
Funded ADA (Prior 3-Year Average) @ 2nd Interim	4207.51	4096.95	4044.06
Attendance Factor @ 2nd Interim	95.91%	95.91%	95.91%
Funding Per ADA - LCFF	\$11,625	\$12,077	\$12,437
Unduplicated % (3 Year Rolling Average)	16.93%	16.63%	15.08%
LCFF Supplemental	\$1,591,918	\$1,582,649	\$1,463,093
Lottery-Unrestricted (Per ADA)	\$170	\$170	\$170
Lottery-Restricted (Per ADA)	\$67	\$67	\$67
CalSTRS Employer Rates	19.10%	19.10%	19.10%
CalPERS Employer Rates	26.68%	27.70%	28.30%
Unemployment Insurance Rate	0.05%	0.05%	0.05%
CPI	3.54%	3.02%	2.64%
Restricted Salaries Moving to Unrestricted Budget	\$303,926	\$180,550	\$378,475

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: DR. JEFF DAVIS, SUPERINTENDENT**  
**DATE: JUNE 13, 2023**  
**SUBJECT: ESTABLISH NEW CLASSIFIED POSITION, EXTENDED CARE SITE LEADER II, AND APPROVE ASSOCIATED JOB DESCRIPTION AND SALARY SCHEDULE PLACEMENT**

ACTION

**ISSUE:** Shall the Board establish the new Classified Position of Extended Care Site Leader II and approve associated job description and salary schedule placement?

**BACKGROUND:** The Extended Care Program is in need of an expanded Site Leader role to support the evolving needs of the program. The Site Leader II position will support all program sites, all Site Leaders, and all staff in a variety of areas, including but not limited to the implementation of a more specialized Transitional Kindergarten (TK) and Kindergarten (K) extended care program beginning in 2023-2024. The addition of this OPUSD position will enable the Extended Care Program to effectively continue growing the program and best meet the unique developmental needs of our TK students. A copy of the proposed job description and salary schedule is included for the Board's review.

**FISCAL IMPACT:** The recommended salary placement of the proposed position is on the Classified Salary Schedule (Range 20) and will be funded by the Extended Care Program and is included in the proposed budget for 2023-2024.

**BOARD POLICY:** Pursuant to Board Policy 4111/4211/4311 Recruitment And Selection - The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the district's vision, mission, and goals.

**GOAL:** In Support of OPUSD Goal 1B. Recruit, maintain, and celebrate staff - who are critical to student success and achievement.

**ALTERNATIVES:**

1. Establish the new Classified Position of Extended Care Site Leader II and approve associated job description and salary schedule placement
2. Do not establish the new classified position

**RECOMMENDATION:** Alternative 1.

Prepared by: Stewart McGugan, Assistant Superintendent, Human Resources

Respectfully submitted,

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Jeff Davis, Ed.D.  
Superintendent

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Board Action: On motion of \_\_\_\_\_, seconded by \_\_\_\_\_, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Lantsman	_____	_____	_____	_____
Moynihan	_____	_____	_____	_____
Wang	_____	_____	_____	_____

## **OAK PARK UNIFIED SCHOOL DISTRICT**

### **CLASS TITLE: EXTENDED CARE SITE LEADER II**

#### **DEFINITION:**

This position consists of 216 days per year; Work year begins approximately one week prior to the first day of school and ends three weeks after the last day of school. The position is placed on the CC/CH salary schedule for Extended Care Site Leader II (Range 20). This is a full-time, eight-hour/day position overseeing and coordinating components of the OPUSD Extended Care Program. Under the direct supervision of the Program Director, the Extended Care Site Leader II assists all school-site extended care programs in the planning, preparation, scheduling, and implementation of program components. The Site Leader II is responsible for supporting the Extended Care Leadership Team and staff in managing the before and after-school program. One area of emphasis for this position is the oversight of the Transitional Kindergarten and Kindergarten groups.

#### **ESSENTIAL DUTIES:**

- Coordinates and plans the daily schedules and activities for the TK and Kindergarten groups in the Extended Care Program; ensures a comprehensive program that includes social-emotional guidance, academic reinforcement and support, age-appropriate enrichment, and opportunities for student leadership.
- Provides guidance to other staff members working with TK and K students.
- Maintains regular communication with staff members
- Assists Site Leaders, Assistant Site Leaders, and staff when needs arise
- Plans, supervises, organizes, schedules, and monitors activities for students, attending to their individual and developmental needs
- Assumes responsibility for the safety of children while establishing and maintaining a safe and healthy environment
- Attend occasional events outside of normal work hours (compensated)
- Models use of a variety of techniques and strategies that enhance and develop the social, emotional, physical, and cognitive development of children while treating them with dignity and respect; utilizing a patient, sensible and respectful tone and demeanor
- Models management strategies that provide a warm, caring, and stimulating environment for children that will help children learn to think creatively, solve problems independently, and to respect themselves and others
- Communicates concerns and issues regarding individual students with parents and Program Director
- Regularly Communicates with parents via phone and eMail and sends newsletters
- Communicates regularly with district and school site administration and staff
- Models and mentors staff with appropriate student interaction for control and discipline strategies
- Supervises and maintains use of program equipment
- Establishes, promotes, maintains and encourages good working relationships and ongoing communication with school administration, staff, assistants, children, parents and community
- Plans and implements regular staff meetings, staff development and training of staff with all aspects of their position
- Plans work schedules, supervises staff and assists with planning

- Coaches, counsels, and conducts staff evaluations appropriately and efficiently for all staff in a collaborative role with the Program Director
- Assists in recruiting, interviewing, hiring, and training staff to maintain a high quality program
- Maintains and ensures accuracy and timely collection of tuition accounts and/or other program paperwork requirements
- Meets with parents as needed
- Assists in the planning and the managing of the site's operational budget as approved
- Models good stewardship for school facilities, playground equipment, and program supplies
- Prevents and handles emergencies, accidents, and injuries, appropriately when they occur as well as, administering authorized medication and completing necessary paperwork
- Performs CPR and First Aid as necessary
- Safely and properly administers medication to students
- Assures that regulations regarding health and safety are in place
- Assists Program Director in evaluating program and curriculum
- Performs related duties as assigned by district personnel
- Maintains confidentiality at all times

## **EMPLOYMENT STANDARDS:**

### **KNOWLEDGE OF:**

- Child development theory and practice
- Instructional, social, emotional and behavioral needs of children
- Program procedures and policies
- Management techniques
- Personnel procedures and policies
- Correct use of the English language both verbally and in writing
- Knowledge of current technology necessary to complete the tasks of the assignment

### **ABILITY TO:**

- Establish and maintain a nurturing, safe, engaging, and caring environment for children
- Effectively communicate with parents and staff
- Effectively organize, coordinate, supervise and conduct various administrative activities
- Maintain accurate records
- Demonstrate good judgment in situations responding to parent, staff, and community concerns and in dealing with disciplinary situations
- Establish and maintain cooperative working relationships
- Provide leadership
- Physically and mentally react appropriately and immediately to unexpected circumstances
- Perform non-violent crisis intervention procedures, when appropriate (with training)
- Work both morning and afternoon hours each day (equivalent of full-time; 40 hours) Monday through Friday
- Work full time (8 hours per day)

### **TRAINING/EDUCATION/EXPERIENCE**

- Degree or relevant certification in the area of Early Childhood Education or Child Development



- Recent experience in a structured child care / extended care / early childhood program
- Minimum AA Degree (BA or BS preferred).
- Experience and/or units in the field of Education and/or Child Development.
- Valid First-Aid and CPR (cardiopulmonary resuscitation) Certificates shall be obtained for permanency in this classification (within 6 months of employment) and must be renewed as necessary during employment.

**WORKING CONDITIONS:**

Work is performed in a school environment at various locations throughout the district with demanding timelines and subject to frequent interruptions. Indoor and Outdoor environments. Subject to bending, reaching, walking, sitting, standing, and running.

**OAK PARK UNIFIED SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER**

**OAK PARK UNIFIED SCHOOL DISTRICT**  
**CLASSIFIED SALARY SCHEDULES CC & CH & CB2**  
**EMPLOYEES WORKING 20 HOURS OR MORE PER WEEK**  
**All Rates Listed as Hourly and Monthly**  
**2022-23 SCHOOL YEAR**

Board Proposal June 13, 2023 The Club

Effective: January 1, 2023

JOB CLASSIFICATION	RANGE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	WORK YEAR
<b><u>CLERICAL SUPPORT</u></b>							
Health Services Technician	10	18.76	19.89	21.12	22.40	23.76	10 Month
Student Services Assistant I	10	3251.98	3447.46	3661.74	3883.59	4120.40	10 Month
Department Clerk	10						10 Month
Guest Teacher/Interdistrict Permit Coordinator	12	19.89	21.12	22.40	23.76	25.18	11 Month
Student Services Assistant II	12	3447.46	3661.74	3883.59	4120.40	4364.55	10.5 Month
ASB Bookkeeper/Athletics Secretary	14	21.12	22.40	23.76	25.18	26.70	10.5 Month
Student Services Assistant III	14	3661.74	3883.59	4120.40	4364.55	4627.95	11.5 Month
Student Services Bookkeeper	14						10.5 Month
Support Services Coordinator	14						12 Month
Accounting Assistant I	14.5	21.62	22.86	24.21	25.61	27.11	12 Month
		3747.70	3963.80	4196.03	4437.96	4696.05	
Extended Care Assistant Site Leader	15.0	21.73	23.08	24.46	25.99	27.56	11 Month
		3767.03	4000.13	4240.73	4503.87	4774.58	
School Office Manager I	16	23.16	24.49	25.89	27.39	28.96	11 Month
Department Assistant I	16	4012.90	4245.17	4487.06	4748.32	5019.31	11 Month
Department Assistant I	16						12 Month
Credentials Technician	16						12 Month
Accounting Assistant II	16.5	24.02	25.41	26.88	28.41	30.06	12 Month
		4166.72	4405.44	4660.29	4924.76	5211.87	
School Office Manager II	17.5	24.23	25.70	27.23	28.85	30.57	11 Month
		4200.95	4453.61	4720.35	5001.08	5299.42	
School Office Manager III	18.5	24.83	26.32	27.90	29.58	31.36	11.5 Month
Extended Care Site Leader	18.5	4302.75	4562.37	4836.15	5127.45	5436.32	11 Month
Department Assistant II	20	25.97	27.55	29.20	30.95	32.80	12 Month
		4503.16	4773.34	5059.72	5363.32	5685.13	
Accounting Assistant III	23	30.08	31.88	33.80	35.81	37.97	12 Month
		5212.90	5525.67	5857.22	6208.65	6581.16	
Senior Accountant	28	36.35	38.55	40.89	43.36	45.98	12 Month
		6302.18	6683.46	7087.83	7516.72	7971.66	
<b><u>CUSTODIAL/MAINTENANCE/GROUNDS</u></b>							
Custodian	14	21.12	22.40	23.76	25.18	26.70	12 Month
		3661.74	3883.59	4120.40	4364.55	4627.95	
Grounds Maintenance Worker	15	21.73	23.08	24.46	25.99	27.56	12 Month
		3767.03	4000.13	4240.73	4503.87	4774.58	
Head Custodian I	15.5	22.40	23.76	25.18	26.70	28.29	12 Month
		3883.59	4120.40	4364.55	4627.95	4905.62	

JOB CLASSIFICATION	RANGE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	WORK YEAR
Head Custodian II	17	24.00 4162.30	25.45 4411.49	26.97 4674.69	28.59 4955.51	30.32 5253.79	12 Month
General Maintenance Worker	18	24.37 4225.49	25.83 4478.18	27.37 4744.93	29.01 5029.19	30.75 5331.00	12 Month
Head Custodian III	18.5	24.83 4302.75	26.32 4562.37	27.90 4836.15	29.58 5127.45	31.36 5436.32	12 Month
Maintenance Engineer	20	25.97 4503.16	27.55 4773.34	29.20 5059.72	30.95 5363.32	32.80 5685.13	12 Month
Grounds Maintenance Supervisor	21	27.54	29.20	30.95	32.80	34.83	12 Month
District Wide Head Custodian	21	4773.34	5059.72	5363.32	5685.13	6037.75	
<b>CHILD NUTRITION SERVICES</b>							
Child Nutrition Services Assistant	8	17.70 3068.41	18.76 3252.35	19.89 3448.04	21.12 3661.34	22.40 3882.47	180 Days
Child Nutrition Services Assistant Lead	9	18.23 3160.38	19.33 3350.20	20.51 3554.69	21.76 3771.91	23.08 4000.86	180 Days
Child Nutrition Services Cook	10	18.76 3251.98	19.89 3447.46	21.12 3661.74	22.40 3883.59	23.76 4120.40	10 Month
Child Nutrition Services Manager	14	21.12 3661.74	22.40 3883.59	23.76 4120.40	25.18 4364.55	26.70 4627.95	10 Month
Child Nutrition Services Assistant/Delivery	12	19.89 3447.46	21.12 3661.74	22.40 3883.59	23.76 4120.40	25.18 4364.55	180 Days
<b>OTHER CLASSIFIED SUPPORT</b>							
Assistant Computer Support Technician	7.0	17.21 2983.78	18.27 3165.61	19.37 3357.78	20.55 3562.34	21.76 3771.05	12 Month
Instructional Assistant I	7.5	17.32 3005.00	18.39 3186.00	19.49 3379.20	20.67 3582.19	21.89 3794.97	180 Days 11 Month
Instructional Assistant I - TK Ext Care							
Instructional Assistant II	10	18.76 3251.98	19.89 3447.46	21.12 3661.74	22.40 3883.59	23.76 4120.40	180 Days 11 Month
Instructional Assistant II - TK Ext Care							
Campus Supervisor*	10	18.76 3251.98	19.89 3447.46	21.12 3661.74	22.40 3883.59	23.76 4120.40	180 Days
Library/Media Technician	13	20.68 3584.77	21.91 3799.84	23.26 4032.11	24.66 4274.04	26.17 4535.34	10 Month
College/Career Center Technician	13.5	20.82 3608.45	22.05 3823.53	23.40 4055.79	24.80 4297.70	26.29 4559.01	10.5 Month
Instructional Assistant III	14	21.12 3661.74	22.40 3883.59	23.76 4120.40	25.18 4364.55	26.70 4627.95	180 Days
Computer Technician	18	24.37 4225.49	25.83 4478.18	27.37 4744.93	29.01 5029.19	30.75 5331.00	12 Month
Technology Department Assistant	20	25.97	27.55	29.20	30.95	32.80	12 Month
Extended Care Site Leader II	20	4503.16	4773.34	5059.72	5363.32	5685.13	11 Month
Registered Behavior Technician (RBT)	22	28.81 4992.98	30.54 5293.29	32.37 5611.05	34.31 5946.24	36.41 6310.49	180 Days

JOB CLASSIFICATION	RANGE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	WORK YEAR
Computer Tech - Lead	23	30.08	31.88	33.80	35.81	37.97	12 Month
Certified Repair Technician	23	5212.90	5525.67	5857.22	6208.65	6581.16	12 Month
Data Systems Specialists	23						12 Month
Construction Management Technician	25	32.53	34.48	36.55	38.74	41.06	12 Month
		5638.27	5976.56	6335.16	6715.27	7118.18	
College/Career Center Advisor	26	33.77	35.81	37.98	40.27	42.71	10.5 Month
		5853.43	6207.26	6582.47	6980.32	7402.27	
Network Administrator	26	33.77	35.81	37.98	40.27	42.71	12 Month
		5853.43	6207.26	6582.47	6980.32	7402.27	
Social Emotional Services Specialist	27	33.33	35.10	36.94	38.90	40.94	192 Days
		5776.64	6083.87	6402.84	6743.33	7095.57	
Certified Deaf & Hard of Hearing	28	36.35	38.55	40.89	43.36	45.98	180 Days
		6302.18	6683.46	7087.83	7516.72	7971.66	
Occupational Therapist	30	40.54	42.97	45.57	48.29	51.19	10 Month
		7027.85	7449.52	7896.44	8370.27	8872.47	
Behavior Specialist CB2*	G*	469.84	484.38	499.37	514.80	530.73	202 Days
*Rates listed as Daily and Annually		94909.05	97844.10	100872.65	103990.14	107207.98	

This schedule is a combination of schedules CC (full-time, 40 hours per week) and CH (part-time, more than 20 hours per week). Employees who work a minimum of 20 hours, but less than 40 hours per week should refer to the hourly rates on the schedule above. Full-time employees may refer to either the hourly or the monthly rates. The hourly rate is determined by dividing the monthly gross by the average full-time hours per month (173.333).

\* Corresponds to Certificated Salary Schedule, Class G, Psychologist; salary reflects daily and annual rates.

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: DR. JEFF DAVIS, SUPERINTENDENT**  
**DATE: JUNE 13, 2023**  
**SUBJECT: ESTABLISH NEW CLASSIFIED POSITION, INSTRUCTIONAL ASSISTANT I - EXTENDED CARE (TK), AND APPROVE ASSOCIATED JOB DESCRIPTION AND SALARY SCHEDULE PLACEMENT**

ACTION

**ISSUE:** Shall the Board establish the new Classified Position of Instructional Assistant I – Extended Care (TK) and approve associated job description and salary schedule placement?

**BACKGROUND:** The Extended Care Program is in need of District staff to support the unique developmental needs of OPUSD Transitional Kindergarten (TK) students. A significant number of TK students enroll in the Extended Care program, which begins each day at the 12:00 pm and 12:15 pm dismissal. This is an 11 month position (part-time) working with students during after-school hours and on select non-school days based on the needs of the students and program. The primary area of emphasis for this position is the Transitional Kindergarten program. Hiring these OPUSD employees to work under the direction of Extended Care Director and Site Leaders will allow the program to best meet the needs of this growing group of students. A copy of the proposed job description and salary schedule is included for the Board’s review.

**FISCAL IMPACT:** The recommended salary placement of the proposed position is on the Classified Salary Schedule (range 7.5) and will be funded by the Extended Care Program and is included in the proposed budget for 2023-2024.

**BOARD POLICY:** Pursuant to Board Policy 4111/4211/4311 Recruitment And Selection - The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the district’s vision, mission, and goals.

**GOAL:** In Support of OPUSD Goal 1B. Recruit, maintain, and celebrate staff - who are critical to student success and achievement.

**ALTERNATIVES:**

1. Establish the new Classified Position of Instructional Assistant I – Extended Care (TK) and approve associated job description and salary schedule placement
2. Do not establish the new classified position

**RECOMMENDATION:** Alternative 1.

Prepared by: Stewart McGugan, Assistant Superintendent, Human Resources

Respectfully submitted,

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Jeff Davis, Ed.D.  
Superintendent

**BOARD OF EDUCATION MEETING, JUNE 13, 2023**

Establish the new Classified Position of Instructional Assistant I – Extended Care (TK)  
and approve associated job description and salary schedule placement  
Page 2

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Board Action: On motion of _____, seconded by _____, the Board of Education:				
VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Lantsman	_____	_____	_____	_____
Moynihan	_____	_____	_____	_____
Wang	_____	_____	_____	_____

## **OAK PARK UNIFIED SCHOOL DISTRICT**

### **CLASS TITLE: INSTRUCTIONAL ASSISTANT I - EXTENDED CARE PROGRAM (TK)**

#### **DEFINITION:**

This position consists of 213 days per year (all school days plus 33 additional days) Work year begins three days prior to the first day of school and ends three weeks after the last day of school. The salary schedule for Instructional Assistant I - Extended Care is on the Classified CL and the CC/CH schedules (Range 7.5). This is a position working with students during after-school hours and on select non-school days based on the needs of the students and program. One primary area of emphasis for this position is the Transitional Kindergarten program. Under the direct supervision of the Program Director and guidance of Extended Care Site Leaders, assist in providing support to the youngest students in our program.

#### **EXAMPLES OF DUTIES:**

Duties include but are not limited to work with Transitional Kindergarten and Kindergarten students. Participate actively in the supervision, child care, and instruction of individual or small groups of students, reinforcing activities and expectations as directed by the program Site Leaders; perform a variety of clerical duties as assigned; administer student activities; help prepare and clean up student activities as needed; maintain order in the absence of the Site Leaders; assist in leading children in prescribed play and conversation activities; assist in arranging equipment for rest periods; assist in maintaining a neat and orderly room environment; operate audio-visual and other instructional equipment; attend meetings and participate in training as assigned; assist students by providing proper examples, emotional support and general guidance; perform related duties as assigned.

#### **EMPLOYMENT STANDARDS:**

Knowledge of: Child guidance principles and practices; basic subjects taught in District schools; effective interpersonal and communication skills.

Ability to: Learn methods and procedures to be followed in child care and instructional situations and limitations of assigned duties; tutor and reinforce instruction; perform routine clerical work; inspire confidence in children and youth; establish and maintain cooperative and effective working relationships with children, parents, teachers and administrators; establish and maintain trusting relationships with participating students; help to establish and maintain a safe, nurturing environment for students under the guidance of Site Leaders.

Education and Experience: Any combination of training and experience, including graduation from high school, which will demonstrate the knowledge and abilities listed above.

#### **WORKING CONDITIONS:**

Indoor and outdoor school environment; subject to walking, stooping, reaching, bending and standing.

**OAK PARK UNIFIED SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER**

**OAK PARK UNIFIED SCHOOL DISTRICT  
CLASSIFIED SALARY SCHEDULE CL (HOURLY)  
EMPLOYEES WORKING LESS THAN 20 HOURS PER WEEK**

**2022-23 SCHOOL YEAR**

Board Proposal: June 20, 2023 Club ~ 8%

Effective: January 1, 2023

JOB CLASSIFICATION	RANGE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	WORK YEAR
<b>CLERICAL SUPPORT</b>							
Health Services Technician	10	19.77	20.93	22.16	23.49	24.90	10 Month
Student Services Assistant I	10	19.77	20.93	22.16	23.49	24.90	10 Month
Department Clerk	10	19.77	20.93	22.16	23.49	24.90	10 Month
Student Services Assistant II	12	20.93	22.16	23.49	24.90	26.40	10.5 Month
Guest Teacher Coordinator	12	20.93	22.16	23.49	24.90	26.40	180 Day
Student Services Assistant III	14	22.16	23.49	24.90	26.40	27.92	10.5 Month
<b>CUSTODIAL/MAINTENANCE/GROUNDS</b>							
Custodian	14	22.16	23.49	24.90	26.40	27.92	12 Month
Warehouse Worker/Delivery	18	24.19	25.63	27.14	28.70	30.42	12 Month
<b>CHILD NUTRITION SERVICES</b>							
Child Nutrition Services Assistant	08	18.58	19.70	20.88	22.20	23.51	180 Day
Child Nutrition Services Cook	10	19.77	20.93	22.16	23.49	24.90	10 Month
Child Nutrition Services Bookkeeper	12	20.93	22.16	23.49	24.90	26.40	10 Month
Child Nutrition Services Assistant/Delivery	12	20.93	22.16	23.49	24.90	26.40	180 Day
<b>OTHER CLASSIFIED SUPPORT</b>							
Campus Supervisor	06	17.69	18.73	19.81	21.01	22.27	180 Day
Instructional Assistant I	7.5	18.28	19.35	20.47	21.72	22.99	180 Day
Instructional Assistant I - TK Ext Care	7.5	18.28	19.35	20.47	21.72	22.99	11 Month
Instructional Assistant II	10	19.77	20.93	22.16	23.49	24.90	180 Day
Instructional Assistant II - Ext. Care Pgm	10	19.77	20.93	22.16	23.49	24.90	196 Day
Technology Assistant	10	19.77	20.93	22.16	23.49	24.90	180 Day
Library/Media Technician	13	21.73	23.02	24.38	25.77	27.31	10 Month
College/Career Center Technician	13.5	21.87	23.17	24.52	25.90	27.46	10.5 Month
Instructional Assistant III	14	22.16	23.49	24.90	26.40	27.92	180 Day
Social Emotional Services Specialist	27	34.59	36.35	38.19	40.14	42.18	192 Day
Occupational Therapist	30	42.54	45.08	47.80	50.67	53.72	10 Month
<b>EXEMPT POSITIONS</b>							
Student/Casual Worker*	X01	15.50	effective 1/1/2023				As Assigned
Campus Supervisor Substitute	X03	17.69					As Assigned
Child Nutrition Services Substitute	X04	18.58					As Assigned
Clerical Substitute	X02	19.78					As Assigned
Custodial Substitute	X05	22.16					As Assigned
Child Nutrition Services/Facility Use	X08	29.59					As Assigned
IA I SUB	X06	18.28					As Assigned
IA II SUB	X07	19.78					As Assigned
IA III SUB	X09	22.16					As Assigned
Special Events Supervision (ASB)***	X12	19.90					As Assigned
<b>SUMMER SCHOOL</b>							
ESY Instructional Assistant II	X10	21.73					As Assigned
ESY Instructional Assistant III	X11	25.18					As Assigned



**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: DR. JEFF DAVIS, SUPERINTENDENT**  
**DATE: JUNE 13, 2023**  
**SUBJECT: ESTABLISH NEW CLASSIFIED POSITION, INSTRUCTIONAL ASSISTANT II - EXTENDED CARE (TK), AND APPROVE ASSOCIATED JOB DESCRIPTION AND SALARY SCHEDULE PLACEMENT**

ACTION

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**ISSUE:** Shall the Board establish the new Classified Position of Instructional Assistant II – Extended Care (TK) and approve associated job description and salary schedule placement?

**BACKGROUND:** The Extended Care Program is in need of District staff to support the unique developmental needs of OPUSD Transitional Kindergarten (TK) students. A significant number of TK students enroll in the Extended Care program, which begins each day at the 12:00 pm and 12:15 pm dismissal times. Hiring these OPUSD employees to work under the direction of Extended Care Director and Site Leaders will allow the program to best meet the needs of this growing group of students. This is an 11 month part time (.75 FTE) position working with students during after-school hours and on select non-school days based on the needs of the students and program. The primary area of emphasis for this position is the Transitional Kindergarten and/or Kindergarten portion of the program. A copy of the proposed job description and salary schedule is included for the Board’s review.

**FISCAL IMPACT:** The recommended salary placement of the proposed position is on the Classified Salary Schedule (range 10) and will be funded by the Extended Care Program and is included in the proposed budget for 2023-2024.

**BOARD POLICY:** Pursuant to Board Policy 4111/4211/4311 Recruitment And Selection - The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the district’s vision, mission, and goals.

**GOAL:** In Support of OPUSD Goal 1B. Recruit, maintain, and celebrate staff - who are critical to student success and achievement.

**ALTERNATIVES:**

1. Establish the new Classified Position of Instructional Assistant II – Extended Care (TK) and approve associated job description and salary schedule placement
2. Do not establish the new classified position

**RECOMMENDATION:** Alternative 1.

Prepared by: Stewart McGugan, Assistant Superintendent, Human Resources

Respectfully submitted,

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Jeff Davis, Ed.D.  
Superintendent

**BOARD OF EDUCATION MEETING, JUNE 13, 2023**

Establish the new Classified Position of Instructional Assistant II –  
Extended Care (TK) and approve associated job description and  
salary schedule placement

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Board Action: On motion of _____, seconded by _____, the Board of Education:				
VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Lantsman	_____	_____	_____	_____
Moynihan	_____	_____	_____	_____
Wang	_____	_____	_____	_____

## **OAK PARK UNIFIED SCHOOL DISTRICT**

### **CLASS TITLE: INSTRUCTIONAL ASSISTANT II - EXTENDED CARE PROGRAM (TK)**

#### **DEFINITION:**

This is a position working with students during after-school hours and on select non-school days based on the needs of the students and program. One primary area of emphasis for this position is the Transitional Kindergarten and/or Kindergarten portion of the program. Under the direct supervision of the Program Director and guidance of Extended Care Site Leaders, assist in providing support to the youngest students in our program. This position consists of 213 days per year (school days plus 33 non-school days). Work year begins three days prior to the first day of school and ends three weeks after the last day of school. The position is placed on the classified salary schedule CC/CH (Range 10).

#### **ESSENTIAL DUTIES:**

Prepare program materials and daily activities; set up and clean up according to daily schedule and plans; provide support to students in areas including social skills, motor skills, behavior management, personal hygiene, independence, self-help skills, and academics; collect specific data under the direction of the Site Leader, Program Director and/or other district staff; escort students through the campus as needed to assist them and monitor their behavior; operate audio-visual equipment and other instructional equipment; communicate with staff regarding individual student progress and behavior; utilize approved behavior management techniques under the direction of the Program Director, Site Leader and other district staff; perform clerical duties in support of program activities; inventory and order supplies; perform related duties as assigned. Provide program access to students with or without special needs and identified disabilities.

#### **EMPLOYMENT STANDARDS:**

Knowledge of: Basic principles of child guidance and early childhood development; special needs of students with disabilities; basic subjects taught; oral and written communication skills; record keeping methods; effective interpersonal skills.

Ability to: Assist Site Leaders in an assigned program environment; connect with young children; reinforce homework and academic skills; relate effectively to students including students with special needs; perform clerical support duties including data collection and progress monitoring; work effectively and cooperatively with staff, teachers, students, parents, and administrators; learn the methods, procedures and limitations of the assignment; monitor students in the classroom and in other locations on campus; help to establish and maintain a safe, nurturing environment for students under the guidance of Site Leaders.

Education and Work Experience: A high school diploma (or its equivalent), post-secondary units in Early Childhood Education; one year of experience working with children in an organized setting, AND two years of college (48 units) OR an AA degree (or higher).

**WORKING CONDITIONS**

Indoor and outdoor school environment.

Work part-time early August through mid-June, including school breaks and non-school days.

Work is performed in a school environment at various locations throughout the district.

**OAK PARK UNIFIED SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER**

**OAK PARK UNIFIED SCHOOL DISTRICT**  
**CLASSIFIED SALARY SCHEDULES CC & CH & CB2**  
**EMPLOYEES WORKING 20 HOURS OR MORE PER WEEK**  
**All Rates Listed as Hourly and Monthly**  
**2022-23 SCHOOL YEAR**

Board Proposal June 13, 2023 The Club

Effective: January 1, 2023

JOB CLASSIFICATION	RANGE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	WORK YEAR
<b><u>CLERICAL SUPPORT</u></b>							
Health Services Technician	10	18.76	19.89	21.12	22.40	23.76	10 Month
Student Services Assistant I	10	3251.98	3447.46	3661.74	3883.59	4120.40	10 Month
Department Clerk	10						10 Month
Guest Teacher/Interdistrict Permit Coordinator	12	19.89	21.12	22.40	23.76	25.18	11 Month
Student Services Assistant II	12	3447.46	3661.74	3883.59	4120.40	4364.55	10.5 Month
ASB Bookkeeper/Athletics Secretary	14	21.12	22.40	23.76	25.18	26.70	10.5 Month
Student Services Assistant III	14	3661.74	3883.59	4120.40	4364.55	4627.95	11.5 Month
Student Services Bookkeeper	14						10.5 Month
Support Services Coordinator	14						12 Month
Accounting Assistant I	14.5	21.62	22.86	24.21	25.61	27.11	12 Month
		3747.70	3963.80	4196.03	4437.96	4696.05	
Extended Care Assistant Site Leader	15.0	21.73	23.08	24.46	25.99	27.56	11 Month
		3767.03	4000.13	4240.73	4503.87	4774.58	
School Office Manager I	16	23.16	24.49	25.89	27.39	28.96	11 Month
Department Assistant I	16	4012.90	4245.17	4487.06	4748.32	5019.31	11 Month
Department Assistant I	16						12 Month
Credentials Technician	16						12 Month
Accounting Assistant II	16.5	24.02	25.41	26.88	28.41	30.06	12 Month
		4166.72	4405.44	4660.29	4924.76	5211.87	
School Office Manager II	17.5	24.23	25.70	27.23	28.85	30.57	11 Month
		4200.95	4453.61	4720.35	5001.08	5299.42	
School Office Manager III	18.5	24.83	26.32	27.90	29.58	31.36	11.5 Month
Extended Care Site Leader	18.5	4302.75	4562.37	4836.15	5127.45	5436.32	11 Month
Department Assistant II	20	25.97	27.55	29.20	30.95	32.80	12 Month
		4503.16	4773.34	5059.72	5363.32	5685.13	
Accounting Assistant III	23	30.08	31.88	33.80	35.81	37.97	12 Month
		5212.90	5525.67	5857.22	6208.65	6581.16	
Senior Accountant	28	36.35	38.55	40.89	43.36	45.98	12 Month
		6302.18	6683.46	7087.83	7516.72	7971.66	
<b><u>CUSTODIAL/MAINTENANCE/GROUNDS</u></b>							
Custodian	14	21.12	22.40	23.76	25.18	26.70	12 Month
		3661.74	3883.59	4120.40	4364.55	4627.95	
Grounds Maintenance Worker	15	21.73	23.08	24.46	25.99	27.56	12 Month
		3767.03	4000.13	4240.73	4503.87	4774.58	
Head Custodian I	15.5	22.40	23.76	25.18	26.70	28.29	12 Month
		3883.59	4120.40	4364.55	4627.95	4905.62	

JOB CLASSIFICATION	RANGE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	WORK YEAR
Head Custodian II	17	24.00 4162.30	25.45 4411.49	26.97 4674.69	28.59 4955.51	30.32 5253.79	12 Month
General Maintenance Worker	18	24.37 4225.49	25.83 4478.18	27.37 4744.93	29.01 5029.19	30.75 5331.00	12 Month
Head Custodian III	18.5	24.83 4302.75	26.32 4562.37	27.90 4836.15	29.58 5127.45	31.36 5436.32	12 Month
Maintenance Engineer	20	25.97 4503.16	27.55 4773.34	29.20 5059.72	30.95 5363.32	32.80 5685.13	12 Month
Grounds Maintenance Supervisor	21	27.54	29.20	30.95	32.80	34.83	12 Month
District Wide Head Custodian	21	4773.34	5059.72	5363.32	5685.13	6037.75	
<b>CHILD NUTRITION SERVICES</b>							
Child Nutrition Services Assistant	8	17.70 3068.41	18.76 3252.35	19.89 3448.04	21.12 3661.34	22.40 3882.47	180 Days
Child Nutrition Services Assistant Lead	9	18.23 3160.38	19.33 3350.20	20.51 3554.69	21.76 3771.91	23.08 4000.86	180 Days
Child Nutrition Services Cook	10	18.76 3251.98	19.89 3447.46	21.12 3661.74	22.40 3883.59	23.76 4120.40	10 Month
Child Nutrition Services Manager	14	21.12 3661.74	22.40 3883.59	23.76 4120.40	25.18 4364.55	26.70 4627.95	10 Month
Child Nutrition Services Assistant/Delivery	12	19.89 3447.46	21.12 3661.74	22.40 3883.59	23.76 4120.40	25.18 4364.55	180 Days
<b>OTHER CLASSIFIED SUPPORT</b>							
Assistant Computer Support Technician	7.0	17.21 2983.78	18.27 3165.61	19.37 3357.78	20.55 3562.34	21.76 3771.05	12 Month
Instructional Assistant I	7.5	17.32 3005.00	18.39 3186.00	19.49 3379.20	20.67 3582.19	21.89 3794.97	180 Days 11 Month
Instructional Assistant I - TK Ext Care							
Instructional Assistant II	10	18.76 3251.98	19.89 3447.46	21.12 3661.74	22.40 3883.59	23.76 4120.40	180 Days 11 Month
Instructional Assistant II - TK Ext Care							
Campus Supervisor*	10	18.76 3251.98	19.89 3447.46	21.12 3661.74	22.40 3883.59	23.76 4120.40	180 Days
Library/Media Technician	13	20.68 3584.77	21.91 3799.84	23.26 4032.11	24.66 4274.04	26.17 4535.34	10 Month
College/Career Center Technician	13.5	20.82 3608.45	22.05 3823.53	23.40 4055.79	24.80 4297.70	26.29 4559.01	10.5 Month
Instructional Assistant III	14	21.12 3661.74	22.40 3883.59	23.76 4120.40	25.18 4364.55	26.70 4627.95	180 Days
Computer Technician	18	24.37 4225.49	25.83 4478.18	27.37 4744.93	29.01 5029.19	30.75 5331.00	12 Month
Technology Department Assistant	20	25.97	27.55	29.20	30.95	32.80	12 Month
Extended Care Site Leader II	20	4503.16	4773.34	5059.72	5363.32	5685.13	11 Month
Registered Behavior Technician (RBT)	22	28.81 4992.98	30.54 5293.29	32.37 5611.05	34.31 5946.24	36.41 6310.49	180 Days

JOB CLASSIFICATION	RANGE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	WORK YEAR
Computer Tech - Lead	23	30.08	31.88	33.80	35.81	37.97	12 Month
Certified Repair Technician	23	5212.90	5525.67	5857.22	6208.65	6581.16	12 Month
Data Systems Specialists	23						12 Month
Construction Management Technician	25	32.53	34.48	36.55	38.74	41.06	12 Month
		5638.27	5976.56	6335.16	6715.27	7118.18	
College/Career Center Advisor	26	33.77	35.81	37.98	40.27	42.71	10.5 Month
		5853.43	6207.26	6582.47	6980.32	7402.27	
Network Administrator	26	33.77	35.81	37.98	40.27	42.71	12 Month
		5853.43	6207.26	6582.47	6980.32	7402.27	
Social Emotional Services Specialist	27	33.33	35.10	36.94	38.90	40.94	192 Days
		5776.64	6083.87	6402.84	6743.33	7095.57	
Certified Deaf & Hard of Hearing	28	36.35	38.55	40.89	43.36	45.98	180 Days
		6302.18	6683.46	7087.83	7516.72	7971.66	
Occupational Therapist	30	40.54	42.97	45.57	48.29	51.19	10 Month
		7027.85	7449.52	7896.44	8370.27	8872.47	
Behavior Specialist CB2*	G*	469.84	484.38	499.37	514.80	530.73	202 Days
*Rates listed as Daily and Annually		94909.05	97844.10	100872.65	103990.14	107207.98	

This schedule is a combination of schedules CC (full-time, 40 hours per week) and CH (part-time, more than 20 hours per week). Employees who work a minimum of 20 hours, but less than 40 hours per week should refer to the hourly rates on the schedule above. Full-time employees may refer to either the hourly or the monthly rates. The hourly rate is determined by dividing the monthly gross by the average full-time hours per month (173.333).

\* Corresponds to Certificated Salary Schedule, Class G, Psychologist; salary reflects daily and annual rates.

**TO: MEMBERS, BOARD OF EDUCATION**

**FROM: DR. JEFF DAVIS, SUPERINTENDENT**

**DATE: JUNE 13, 2023**

**SUBJECT: APPROVAL OF LEGAL SERVICES AGREEMENTS WITH FRANTZ LAW GROUP FOR PURPOSES OF SOCIAL MEDIA LITIGATION AND VAPING LITIGATION**

**ACTION**

---

**ISSUE:** Shall the Board of Education approve the Legal Services Agreements with Frantz Law Group for Purposes of Social Media Litigation and Vaping?

**BACKGROUND:** Oak Park Unified School District is utilizing the services of Franz Law Group on a civil suit, as part of a multi-district litigation, against Meta Platforms, Inc., Facebook Holdings, LLC, Snap, Inc., TikTok, Inc., YouTube, LLC and other social media companies, and, multidistrict litigation against Juul Laboratories, Inc/Altria. ("Juul/Altria") that is currently pending in the Northern District of California and Los Angeles Superior Court. The Board is requested to approve the the contingent fee agreement with Frantz Law Group for such purposes. A copy of the agreements follows for the Board's information and review.

**FISCAL IMPACT:** The contingent fee is 25% of any recovery. Litigation expenses shall be advanced by Frantz Law Group and deducted from any recovery. The Oak Park Unified School District will not be responsible for any fee or cost reimbursement in the event that there is no recovery in the action.

**BOARD POLICY:** Pursuant to Board Policy 3312 Contracts - For the contract to be valid or to constitute an enforceable obligation against the district, all contracts must be approved and/or ratified by the Governing Board.

**GOAL:** N/A

**ALTERNATIVES:**

1. Approve the Legal Services Agreements with Frantz Law Group for Purposes of Social Media Litigation and Vaping.
2. Do not approve the agreements.

**RECOMMENDATION:** Alternative #1

Prepared by: Adam Rauch, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

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Jeff Davis, Ed.D.,  
Superintendent



**BOARD OF EDUCATION, JUNE 13, 2023**

Approve the Legal Services Agreements with Frantz Law  
Group for Purposes of Social Media Litigation and Vaping  
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Board Action: On motion of \_\_\_\_\_, seconded by \_\_\_\_\_, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Lantsman	_____	_____	_____	_____
Moynihan	_____	_____	_____	_____
Wang	_____	_____	_____	_____
Student Rep.	_____	_____	_____	_____

## **ATTORNEY-CLIENT FEE CONTRACT**

The ATTORNEY-CLIENT FEE CONTRACT ("Agreement") is entered into by and between the Oak Park Unified School District ("Client" or "District") and Frantz Law Group, APLC ("Attorneys" or "We") (Collectively "Parties") and encompasses the following provisions:

1.     **CONDITIONS.** This Agreement will not take effect, and Attorneys will have no obligation to provide legal services, until Client returns a signed copy of this Agreement.
2.     **AUTHORIZED REPRESENTATIVES.**
  - A.     **CLIENT REPRESENTATIVES.** Client designates Dr. Jeff Davis, or his designee, as the authorized representatives to direct Attorneys and to be the primary individuals to communicate with Attorneys regarding the subject matter of Attorneys' representation of Client under this Agreement. The designation is intended to establish a clear line of authority and to minimize potential uncertainty but not to preclude communication between Attorneys and other representatives of Client.
  - B.     **ATTORNEY REPRESENTATIVES.** James Frantz, William Shinoff, and Regina Bagdasarian of Frantz Law Group, APLC will be primarily responsible for the work, either performing it himself/herself or delegating it to others as may be appropriate. The District shall have the right to approve or veto the involvement of each of the attorneys on its cases. Attorneys will be added or deleted from the list only upon prior District approval.
3.     **SCOPE AND DUTIES.** Client hires Attorneys to provide legal services in connection with pursuing claims in any forum for damages associated with Altria and Electronic Cigarette (e-cigarette) litigation ("Action"). Attorneys shall provide those legal services reasonably required to represent Client and shall take reasonable steps to keep Client informed of progress and to respond to Client's inquiries. Client shall be truthful with Attorneys, cooperate with Attorneys, and keep Attorneys informed of developments. Attorneys will assist in negotiating liens but will not litigate them.
4.     **LEGAL SERVICES SPECIFICALLY EXCLUDED.** Unless otherwise agreed in writing by Client and Attorneys, Attorneys will not provide legal services with respect to (a) defending any legal proceeding or claim against the Client commenced by any person unless such proceeding or claim is filed against the Client in the Action or (b) proceedings before any federal or state administrative or governmental agency, department, or board. With Client's permission, however, Attorneys may elect to appear at such administrative proceedings to protect Client's rights.

5. FEES. Client will pay attorneys' fees of:
- A. For any recovery on or before November 30, 2021, twenty percent (20%) of any monetary settlement or recovery that Attorneys obtain for Client.;
  - B. For any recovery after December 1, 2021, twenty five percent (25%) of any monetary settlement or recovery that Attorneys obtain for Client.
  - C. Fees shall be calculated on the basis of any settlement or recovery prior to the deduction of any expense or cost; the "Gross Recovery." Contingency fee rates are not set by law but have been negotiated. If no monetary recovery is made by the District, no fees will be charged.
  - D. The term "Gross Recovery" shall include, without limitation, the then present value of any monetary payments agreed or ordered to be made by the adverse parties or their insurance carriers (Collectively "Defendants"), whether by settlement, arbitration award, court judgment (after all appeals exhausted), or otherwise. Any statutory Attorneys' fee paid by Defendants shall be included in calculating the Gross Recovery.
    - (1) "Gross Recovery," if by settlement, also includes (1) the then-present value of any monetary payments to be made to the District; and (2) any Attorneys' fees and costs recovered by the District as part of any Action related cause of action that provides a basis for such an award. "Recovery" may come from any source, including, but not limited to, the adverse parties to the District and/or their insurance carriers and/or any third party, whether or not a party to formal litigation in the Action. The contingent fee is calculated by multiplying the recovery by the fee percentage. This calculation is performed on the gross recovery amount before the deduction of expenses as discussed above.
    - (2) The District shall not be obligated to pay the Attorneys unless Attorneys are successful in collecting a monetary recovery on the District's behalf.
    - (3) If, by judgment, the District is awarded in the form of property or services (In Kind), the value of such property and services shall not be included for purposes of calculating the Gross Recovery.
    - (4) If, by judgment, there is *no* money recovery and the District receives In Kind relief, Attorneys acknowledge that the District is not obligated to pay Attorneys' fees from public funds for the value of the In-Kind relief. In the event of In-Kind relief, by

judgment, Attorneys' sole source of recovery of contingent fees will come from a common fund or court ordered Attorneys' fees.

- (5) The District agrees the Action Defendants shall pay all Attorneys' fees in a settlement that includes nonmonetary value. Client understands that Attorneys have and will invest resources into prosecuting this action on behalf of the Client and agrees to make a good faith effort to include Attorneys' Fees as part of the terms of any settlement or resolution of the Action.

E. If Client and Attorneys disagree as to the fair market value of any non-monetary property or services as described above, Attorneys and Client agree that a binding appraisal will be conducted to determine this value.

F. It is possible that payment to the Client by the adverse parties to the Action or their insurance carrier(s) or any third-party may be deferred, as in the case of an annuity, a structured settlement, or periodic payments. In such event, gross recovery will consist of the initial lump sum payment plus the present value (as of the time of the settlement) of the total of all payments to be received thereafter. The contingent fee is calculated, as described above, by multiplying the gross recovery by the fee percentage. The Attorneys' fees will be paid out of the initial lump-sum payment if there are sufficient funds to satisfy the Attorneys' fee. If there are insufficient funds to pay the Attorneys' fees in full from the initial lump sum payment, the balance owed to Attorneys will be paid from subsequent payments to Client before there is any distribution to Client.

- (1) Reasonable Fee if Contingent Fee is Unenforceable or if Attorneys are Discharged Before Any Recovery. In the event that the contingent fee portion of this agreement is determined to be unenforceable for any reason or the Attorneys are prevented from representing Client on a contingent fee basis, Client agrees to pay a reasonable fee for the services rendered. If no recovery is made by the District in the Action, no fees will be charged or paid by the District. If the Parties are unable to agree on a reasonable fee for the services rendered, Attorneys and Client agree that the fee will be determined by arbitration proceedings before a mutually agreed upon neutral affiliated with either the Judicial Arbitration and Mediation Services ("JAMS") or Judicate West ("JW"); in any event, Attorneys and Client agree that the fee determined by arbitration shall not exceed twenty five percent (25%) of the gross recovery as defined in paragraph 5.

- (2) No General Fund Payments. Notwithstanding any other

provision in this Agreement, in no event will the Client be required to pay legal fees out of any fund other than the monies recovered by District from Defendants in this Action. Under no circumstances shall District general funds be obligated to satisfy the contingent Attorneys' fees as a result of this case or this contingency fee contract.

6. **COSTS AND EXPENSES:** In addition to paying legal fees, Client shall reimburse Attorneys for all Action related "costs/expenses", which includes but is not limited to the following: process servers' fees, fees fixed by law or assessed by courts or other agencies, court reporters' fees, long distance telephone calls, messenger and other delivery fees, parking, investigation expenses, consultants' fees, expert witness fees, and other similar items, incurred by Attorneys. The Action related costs/expenses incurred that Attorneys advance will be owed in addition to attorneys' fees and Client will reimburse those costs/expenses after Attorneys' fees have been deducted. If there is no recovery, Client will not be required to reimburse Attorneys for costs and fees. In the event a recovery is less than incurred costs/expenses, Client will not be required to reimburse Attorneys for costs/expenses/fees, above and beyond the recovery, and considering fee limitations provided in Paragraphs 5 (A through F) above.
7. **SHARED EXPENSES:** Client understands that Attorneys may incur certain expenses that jointly benefit multiple clients, including, for example, expenses for travel, experts, and copying. Client agrees that Attorneys shall divide such expenses equally, or pro rata, among such clients, and deduct Client's portion of those expenses from Client's share of any recovery.
8. **FEDERAL MDL AND STATE COORDINATION COMMON BENEFIT FEES:** Members of Attorneys frequently serve on plaintiffs' management or executive committees in MDL and/or the California state court coordinated proceedings and perform work which benefits Attorneys' clients as well as clients of other attorneys involved in similar litigation. As a result, the court or courts where the cases are pending may order that Attorneys are to receive additional compensation for Attorneys time and effort which has benefitted all claimants. Compensation for this work and effort, which is known as "common benefit," may be awarded to Attorneys by a court or courts directly from the assessments paid by the District and others who have filed claims in this litigation and will not in any way reduce the amount of fees owed under this Agreement.
9. **LIEN.** In the event any third-party attempts to lien any proceeds recovered from a recovery in this matter, Client hereby grants, and agrees, **TO THE EXTENT PERMITTED BY APPLICABLE LAW**, that Attorneys hold, a first priority and superior lien on any and all proceeds recovered from Defendants in this Action in the amount of the Attorneys' fees and costs that the Attorneys are entitled to under this Agreement. This lien right is limited to only those monies

recovered from Defendants in this Action and in no way affects any other rights of the Client in any way whatsoever.

10. DISCHARGE AND WITHDRAWAL.

A. Client may discharge Attorneys at any time. After receiving notice of discharge, Attorneys shall stop services on the date and to the extent specified by the notice of discharge, and deliver to Client all evidence, files and attorney work product for the Action. This includes any computerized indices, programs and document retrieval systems created or used for the Action.

B. Attorneys may withdraw with Client's consent or for good cause. Good Cause includes Client's breach of this Agreement, Client's refusal to cooperate with Attorneys, or any other fact or circumstance that would render Attorneys continuing representation unlawful or unethical. Attorneys may also discharge Client if Client at any time is dishonest with Attorneys or fails to provide relevant information to Attorneys.

11. ARBITRATION OF DISPUTES. Attorneys and Client agree that should any dispute arise between them arising out of or related to this Agreement, must be mediated first, before any claims are filed. Specifically any and all disputes, controversies or claims arising out of, or related to this Agreement and/or Attorneys' representation of Client, including claims of malpractice (collectively referred to herein as "Dispute" or "Disputes"), shall be submitted to mediation at the offices of Judicial Arbitration & Mediation Services, Inc. ("JAMS") in San Diego before a retired judge or other mediator affiliated with JAMS, agreed to between the Parties and, if the Parties cannot agree, before a retired judge selected by JAMS. No petition for arbitration can be filed until after this agreed-upon mediation has occurred, and any petition for arbitration (or litigation) filed prior to conclusion of this mediation shall be subject to dismissal, pursuant to this Agreement. Client will pay one-half of the actual cost of the mediation, Attorneys will pay the other half, but each Party will be responsible for his or her own attorneys' fees and preparation costs. The Parties agree that any Dispute, whether submitted to mediation or not, will not be litigated in court. Rather, any Dispute, which is specifically defined above to include claims of malpractice, will be submitted to mandatory binding arbitration before JAMS. By signing this Agreement, Client and Attorneys agree to arbitration and waive the right to a court or jury trial and the right to appeal. Any Disputes shall be decided in San Diego, California, applying California law. Client is not waiving rights to arbitration before the San Diego County Bar Association.

12. AUTHORITY OF ATTORNEY. Attorneys may, with prior Client approval, associate co-counsel if the Attorneys believe it advisable or necessary for the proper handling of Client's claim as related to above Action, and expressly authorize the Attorneys to divide any Attorneys' fees that may eventually be

earned with co-counsel so associated for the handling of Client's Action related claim. Attorneys understand that the amount of Attorneys' fees which Client pays will not be increased by the work of co-counsel associated to assist with the handling of Client's Action related claim, and that such associated co-counsel will be paid by the Attorneys out of the Attorneys' fees Client pays to the Attorneys in accordance with this Agreement.

13. **DISCLAIMER OF GUARANTEE.** Nothing in this Agreement and nothing in Attorneys' statements to Client will be construed as a promise or guarantee about the outcome of Client's matter. Attorneys make no such promises or guarantees. Attorneys' comments about the outcome of Client's matter are expressions of opinion only.
14. **MULTIPLE REPRESENTATIONS.** The District understands that Attorneys do or may represent many other individuals/entities with actual or potential litigation claims. Attorneys' representation of multiple claimants at the same time may create certain actual or potential conflicts of interest in that the interests and objectives of each client individually on certain issues are, or may become, inconsistent with the interests and objectives of the other. Attorneys are governed by specific rules and regulations relating to Attorneys professional responsibility in Attorneys representation of clients, and especially where conflicts of interest may arise from Attorneys representation of multiple clients against the same or similar Defendants, Attorneys are required to advise Attorneys' clients of any actual or potential conflicts of interest and obtain their informed written consent to Attorneys representation when actual, present, or potential conflicts of interest exist. By signing this Agreement, the District is acknowledging that they have been advised of the potential conflicts of interest which may be or are associated with Attorneys representation of the District and other multiple clients and that the District nevertheless wants the Attorneys to represent the District, and that the District consents to Attorneys representation of others in connection with the litigation. Attorneys strongly advise the District, however, that the District remains completely free to seek other legal advice at any time even after the District signs this Agreement.
15. **AGGREGATE SETTLEMENTS:** Often times in cases where Attorneys represent multiple clients in similar litigation, the opposing parties or Defendants attempt to settle or otherwise resolve Attorneys' cases in a group or groups, by making a single settlement offer to settle a number of cases simultaneously. There exists a potential conflict of interest whenever a lawyer represents multiple clients in a settlement of this type because it necessitates choices concerning the allocation of limited settlement amounts among the multiple clients. However, if all clients consent, a group settlement can be accomplished and a single offer can be fairly distributed among the clients by assigning settlement amounts based upon the strengths and weaknesses of each case, the relative nature, severity and extent of injuries, and individual case evaluations. In the event of a group or aggregate settlement proposal, Attorneys may implement a settlement program, overseen by a referee or special master,

who may be appointed by a court, designed to ensure consistency and fairness for all claimants, and which will assign various settlement values and amounts to each client's case depending upon the facts and circumstances of each individual case. The District authorizes Attorneys to enter into and engage in group settlement discussions and agreements which may include the District's individual claims. Although the District authorizes Attorneys to engage in such group settlement discussions and agreements, the District will still retain the right to approve, and Attorneys are required to obtain the District's approval of, any settlement of the District's case.

16. EFFECTIVE DATE AND TERM. This Agreement will take effect upon execution by District and Attorneys.
17. COUNTERPARTS. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, and all of which, taken together, shall constitute one and the same instrument. Facsimile or pdf versions of this Agreement shall have the same force and effect as signature of the original.

The above is approved and agreed upon by all Parties

**[SIGNATURE PAGE FOLLOWS]**



Dated: 4/3/2023



\_\_\_\_\_  
William Shinoff  
Frantz Law Group, APLC

Dated: \_\_\_\_\_

\_\_\_\_\_  
Dr. Jeff Davis  
Superintendent  
Oak Park Unified School District

865-100/6588276.1

## **ATTORNEY-CLIENT FEE CONTRACT**

The ATTORNEY-CLIENT FEE CONTRACT ("Agreement") is entered into by and between the Oak Park Unified School District ("Client" or "District") and Frantz Law Group, APLC ("Attorneys") (collectively, "Parties") and encompasses the following provisions:

1.     **CONDITIONS.** This Agreement will not take effect, and Attorneys will have no obligation to provide legal services, until Client returns a signed copy of this Agreement.
2.     **AUTHORIZED REPRESENTATIVES.**
  - A.     **CLIENT REPRESENTATIVES.** Client designates Dr. Jeff Davis, or his/her designee, as the authorized representatives to direct Attorneys and to be the primary individuals to communicate with Attorneys regarding the subject matter of Attorneys' representation of Client under this Agreement. The designation is intended to establish a clear line of authority and to minimize potential uncertainty but not to preclude communication between Attorneys and other representatives of Client.
  - B.     **ATTORNEY REPRESENTATIVES.** James Frantz, William Shinoff, and Regina Bagdasarian of Frantz Law Group, APLC will be primarily responsible for the work, either performing it himself/herself or delegating it to others as may be appropriate.
3.     **SCOPE AND DUTIES.** Client hires Attorneys to provide legal services in connection with pursuing claims in any forum for damages associated with Social Media litigation ("Action"). Attorneys shall provide those legal services reasonably required to represent Client and shall take reasonable steps to keep Client informed of progress and to respond to Client's inquiries. Client shall be truthful with Attorneys, cooperate with Attorneys, and keep Attorneys informed of developments.
4.     **LEGAL SERVICES SPECIFICALLY EXCLUDED.** Unless otherwise agreed in writing by Client and Attorneys, Attorneys will not provide legal services with respect to (a) defending any legal proceeding or claim against the Client commenced by any person unless such proceeding or claim is filed against the Client in the Action or (b) proceedings before any federal or state administrative or governmental agency, department, or board. With Client's permission, however, Attorneys may elect to appear at such administrative proceedings to protect Client's rights.
5.     **FEES.** Client will pay attorneys' fees of:
  - A.     Twenty five percent (25%) of any monetary settlement or recovery that Attorneys obtain for Client if the case resolves in the first two years

(date calculated based off of the date of the first California School District Social Media lawsuit filed in Court by Attorneys), and (30%) of any monetary settlement or recovery thereafter. Client is not responsible for paying Attorneys any money unless recovery is made by the District.

- B. Fees shall be calculated on the basis of any settlement or recovery prior to the deduction of any expense or cost or common benefit fees; the “Gross Recovery.” Contingency fee rates are not set by law but have been negotiated. If no recovery is made, no fees will be charged.
- C. The term “Gross Recovery” shall include, without limitation, the then present value of any monetary payments agreed or ordered to be made by the adverse parties or their insurance carriers as a result of the Services, whether by settlement, arbitration award, court judgment (after all appeals exhausted), or otherwise. Any statutory Attorneys’ fee paid by Defendants shall be included in calculating the Gross Recovery, however, any such award of Attorneys’ fees shall be proportionately applied as a credit against Client’s obligation to pay its portion of the contingency fee amount and shall not be retained by the Attorneys as a separate payment in addition to the contingency fee.
  - (1) “Gross Recovery,” if by settlement, also includes (1) the then-present value of any monetary payments to be made to the District; and (2) any Attorneys’ fees and costs recovered by the District as part of any cause of action that provides a basis for such an award. “Recovery” may come from any source, including, but not limited to, the adverse parties to the District and/or their insurance carriers and/or any third party, whether or not a party to formal litigation. The contingent fee is calculated by multiplying the recovery by the fee percentage. This calculation is performed on the gross recovery amount before the deduction of expenses as discussed above.
  - (2) The District shall not be obligated to pay the Attorneys unless Attorneys are successful in collecting a monetary recovery on the District’s behalf as a result of the Services.
  - (3) The District shall not be obligated to pay the Attorneys if they are involuntarily required to dismiss the case.
  - (4) If, by judgment, or settlement, the District is awarded in the form of property or services (In Kind), the value of such property and services shall not be included for purposes of calculating the Gross Recovery.
  - (5) If, by judgment, or settlement, there is *no* money recovery and

the District receives In Kind relief, Attorneys acknowledge that the District is not obligated to pay Attorneys' fees from public funds for the value of the In-Kind relief. In the event of In-Kind relief, by judgment, Attorneys' sole source of recovery of contingent fees will come from a common fund or court ordered Attorneys' fees.

- (6) The District agrees the Action Defendants shall pay all Attorneys' fees in a settlement that includes nonmonetary value. Client understands that Attorneys have and will invest resources into prosecuting this action on behalf of the Client and agrees to make a good faith effort to include Attorneys' Fees as part of the terms of any settlement or resolution of the Action.

D. It is possible that payment to the Client by the adverse parties to the Action or their insurance carrier(s) or any third-party may be deferred, as in the case of an annuity, a structured settlement, or periodic payments. In such event, gross recovery will consist of the initial lump sum payment plus the present value (as of the time of the settlement) of the total of all payments to be received thereafter. The contingent fee is calculated, as described above, by multiplying the gross recovery by the fee percentage. The Attorneys' fees will be paid out of the initial lump-sum payment if there are sufficient funds to satisfy the Attorneys' fee. If there are insufficient funds to pay the Attorneys' fees in full from the initial lump sum payment, the balance owed to Attorneys will be paid from subsequent payments to Client before there is any distribution to Client.

- (1) Reasonable Fee if Contingent Fee is Unenforceable or if Attorneys are Discharged Before Any Recovery. In the event that the contingent fee portion of this agreement is determined to be unenforceable for any reason or the Attorneys are prevented from representing Client on a contingent fee basis, Client agrees to pay a reasonable fee for the services rendered. If no recovery is made by the District in the Action, no fees will be charged or paid by the District. If the Parties are unable to agree on a reasonable fee for the services rendered, Attorneys and Client agree that the fee will be determined by arbitration proceedings before a mutually agreed upon neutral affiliated with either the Judicial Arbitration and Mediation Services ("JAMS") or Judicate West ("JW"); in any event, Attorneys and Client agree that the fee determined by arbitration shall not exceed twenty five percent (25%) or thirty percent (30%) of the gross recovery, as defined in Paragraph 5.

- (2) No General Fund Payments. Notwithstanding any other provision in this Agreement, in no event will the Client be

required to pay legal fees out of any fund other than the monies recovered by District from Defendants in this Action. Under no circumstances shall District general funds be obligated to satisfy the contingent Attorneys' fees as a result of this case or this contingency fee contract.

6. **COSTS AND EXPENSES.** In addition to paying legal fees, Client shall reimburse Attorneys for all "costs/expenses", which includes but is not limited to the following: process servers' fees, fees fixed by law or assessed by courts or other agencies, court reporters' fees, long distance telephone calls, messenger and other delivery fees, parking, investigation expenses, consultants' fees, expert witness fees, and other similar items, incurred by Attorneys. Other costs and expenses include case management computer services, Document Management Services, case administration/accounting fees and costs, and other similar items. Attorneys may find it necessary and/or in the Client(s)' best interests to obtain the services of legal, clerical, and/or other personnel who are not Attorneys regular employees, but outside independent contractors. The Action related costs/expenses incurred that Attorneys advance will be owed in addition to attorneys' fees and Client will reimburse those costs/expenses after Attorneys' fees have been deducted. If there is no recovery, Client will not be required to reimburse Attorneys for costs and fees. In the event a recovery is less than incurred costs/expenses, Client will not be required to reimburse Attorneys for costs/expenses, above and beyond the recovery, and fees; and considering fee limitations provided in Paragraph 5, above.

- A. **SHARED EXPENSES.** Client understands that Attorneys may incur certain expenses that jointly benefit multiple clients, including, for example, expenses for travel, experts, and copying. Client agrees that Attorneys shall divide such expenses equally, or pro rata, among such clients, and deduct Client's portion of those expenses from Client's share of any recovery.

- B. **FEDERAL MDL AND STATE COORDINATION COMMON BENEFIT FEES.** Various Attorneys, including Frantz Law Group, frequently serve on plaintiffs' steering or executive committees in Multi-District Litigations (MDLs) and/or the California state court coordinated proceedings (JCCP's) and perform work which benefits Attorneys' clients as well as clients of other attorneys involved in the same litigation. As a result, the court or courts where the cases are pending may order that Attorneys are to receive additional compensation for Attorneys time and effort which has benefitted all claimants. Compensation for this work and effort, which is known as "common benefit fees," may be awarded to Attorneys by a court or courts directly from the assessments paid by The District and others who have filed claims in this litigation. Court orders generally have no bearing on the contractual relationship between our firm and your

District and will not in any way reduce the amount of fees owed under this Agreement. Absent a court order to the contrary, the payment of a common benefit fee will not reduce the Attorney fees to be paid by Client under this agreement.

7. LIEN. In the event any third-party attempts to lien any proceeds recovered from a recovery in this matter, Client hereby grants, and agrees, TO THE EXTENT PERMITTED BY APPLICABLE LAW, that Attorneys hold, a first priority and superior lien on any and all proceeds recovered from Defendants in this litigation in the amount of the Attorneys' fees and costs that the Attorneys are entitled to under this Agreement. This lien right is limited to only those monies recovered from Defendants and in no way affects any other rights of the Client in any way whatsoever.
8. DISCHARGE AND WITHDRAWAL.
  - A. Client may discharge Attorneys at any time. After receiving notice of discharge, Attorneys shall stop services on the date and to the extent specified by the notice of discharge, and deliver to Client all evidence, files and attorney work product for the Action. This includes any computerized indices, programs and document retrieval systems created or used for the Action.
  - B. Attorneys may withdraw with Client's consent or for good cause. Good Cause includes Client's breach of this Agreement, Client's refusal to cooperate with Attorneys, or any other fact or circumstance that would render Attorneys continuing representation unlawful or unethical. Attorneys may also discharge Client if Client at any time is dishonest with Attorneys or fails to provide relevant information to Attorneys.
9. ARBITRATION OF DISPUTES. Attorneys and Client agree that should any Dispute arise between them, it must be mediated first, before any claims are filed. Specifically any and all disputes, controversies or claims arising out of, or related to this Agreement and/or Attorneys' representation of Client, including claims of malpractice (collectively referred to herein as "Dispute" or "Disputes"), shall be submitted to mediation at the offices of Judicial Arbitration & Mediation Services, Inc. ("JAMS") in San Diego before a retired judge or other mediator affiliated with JAMS, agreed to between the parties and, if the parties cannot agree, before a retired judge selected by JAMS. No petition for arbitration can be filed until after this agreed-upon mediation has occurred, and any petition for arbitration (or litigation) filed prior to conclusion of this mediation shall be subject to dismissal, pursuant to this Agreement. Client will pay one-half of the actual cost of the mediation, Attorneys will pay the other half but each party will be responsible for his or her own attorneys' fees and preparation costs. The parties agree that any Dispute, whether submitted to mediation or not, will not be litigated in court. Rather, any Dispute, which is specifically defined above to include claims of malpractice,

will be submitted to mandatory binding arbitration before JAMS. By signing this Agreement, Client and Attorneys agree to arbitration and waive the right to a court or jury trial and the right to appeal. Any Disputes shall be decided in at the JAMS location in San Diego applying California law. Client is not waiving rights to arbitration before the San Diego County Bar Association.

10. **AUTHORITY OF ATTORNEY.** Attorneys may, with prior Client approval, associate co-counsel if the Attorneys believe it advisable or necessary for the proper handling of Client's claim, and expressly authorize the Attorneys to divide any Attorneys' fees that may eventually be earned with co-counsel so associated for the handling of Client's claim. Attorneys understand that the amount of Attorneys' fees which Client pays will not be increased by the work of co-counsel associated to assist with the handling of Client's claim, and that such associated co-counsel will be paid by the Attorneys out of the Attorneys' fees Client pays to the Attorneys.
11. **DISCLAIMER OF GUARANTEE.** Nothing in this Agreement and nothing in Attorneys' statements to Client will be construed as a promise or guarantee about the outcome of Client's matter. Attorneys make no such promises or guarantees. Attorneys' comments about the outcome of Client's matter are expressions of opinion only.
12. **MULTIPLE REPRESENTATIONS.** The District understands that Attorneys do or may represent many other individuals/entities with actual or potential litigation claims. Attorneys' representation of multiple claimants at the same time may create certain actual or potential conflicts of interest in that the interests and objectives of each client individually on certain issues are, or may become, inconsistent with the interests and objectives of the other. Attorneys are governed by specific rules and regulations relating to Attorneys professional responsibility in Attorneys representation of clients, and especially where conflicts of interest may arise from Attorneys representation of multiple clients against the same or similar Defendants, Attorneys are required to advise Attorneys' clients of any actual or potential conflicts of interest and obtain their informed written consent to Attorneys representation when actual, present, or potential conflicts of interest exist. By signing this Agreement, the District is acknowledging that they have been advised of the potential conflicts of interest which may be or are associated with Attorneys representation of the District and other multiple clients and that the District nevertheless wants the Attorneys to represent the District, and that the District consents to Attorneys representation of others in connection with the litigation. Attorneys strongly advise the District, however, that the District remains completely free to seek other legal advice at any time even after the District signs this Agreement.
13. **AGGREGATE SETTLEMENTS.** Often in cases where Attorneys represent multiple clients in similar litigation, the opposing parties or Defendants attempt to settle or otherwise resolve Attorneys' cases in a group or groups, by making a single settlement offer to settle a number of cases simultaneously. There exists

a potential conflict of interest whenever a lawyer represents multiple clients in a settlement of this type because it necessitates choices concerning the allocation of limited settlement amounts among the multiple clients. However, if all clients consent, a group settlement can be accomplished and a single offer can be fairly distributed among the clients by assigning settlement amounts based upon the strengths and weaknesses of each case, the relative nature, severity and extent of injuries, and individual case evaluations. In the event of a group or aggregate settlement proposal, Attorneys may implement a settlement program, overseen by a referee or special master, who may be appointed by a court, designed to ensure consistency and fairness for all claimants, and which will assign various settlement values and amounts to each client's case depending upon the facts and circumstances of each individual case. The District authorizes Attorneys to enter into and engage in group settlement discussions and agreements which may include the District's individual claims. Although the District authorizes Attorneys to engage in such group settlement discussions and agreements, the District will still retain the right to approve, and Attorneys are required to obtain the District's approval of, any settlement of the District's case.

14. EFFECTIVE DATE AND TERM. This Agreement will take effect upon execution by District and Attorneys.
15. COUNTERPARTS. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, and all of which, taken together, shall constitute one and the same instrument. Facsimile or pdf versions of this Agreement shall have the same force and effect as signature of the original.

The above is approved and agreed upon by all Parties.

**[SIGNATURE PAGE FOLLOWS]**



Dated: April 3, 2023



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William Shinoff  
Frantz Law Group, APLC

Dated: \_\_\_\_\_

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Dr. Jeff Davis  
Superintendent  
Oak Park Unified School District

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