



LCFF Budget Overview for Parents

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

CDS Code: 56 73874 0000000

School Year: 2026-27

LEA contact information:

Ellen Chevalier

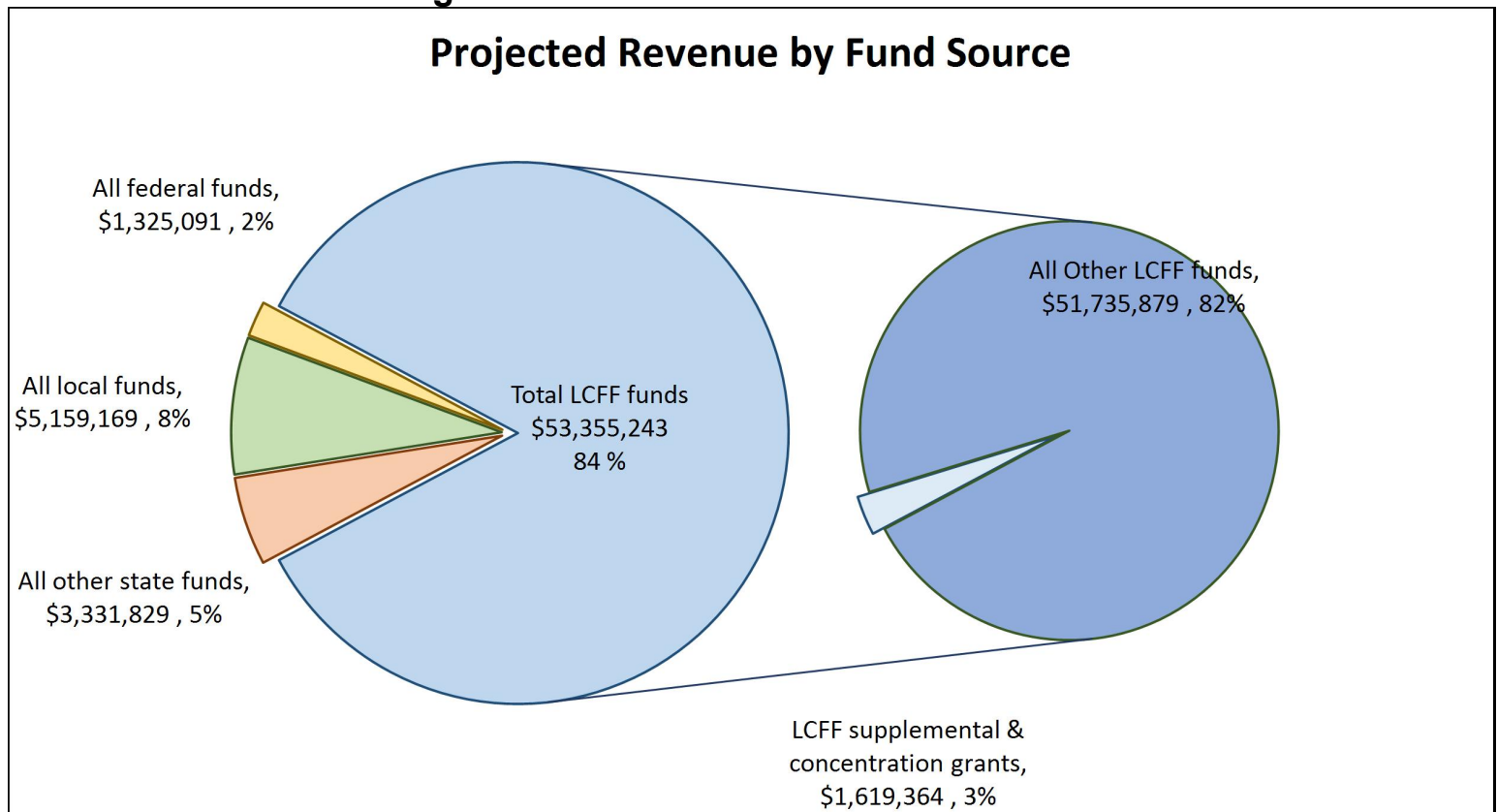
Assistant Superintendent, Curriculum & Instruction

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

Budget Overview for the 2026-27 School Year

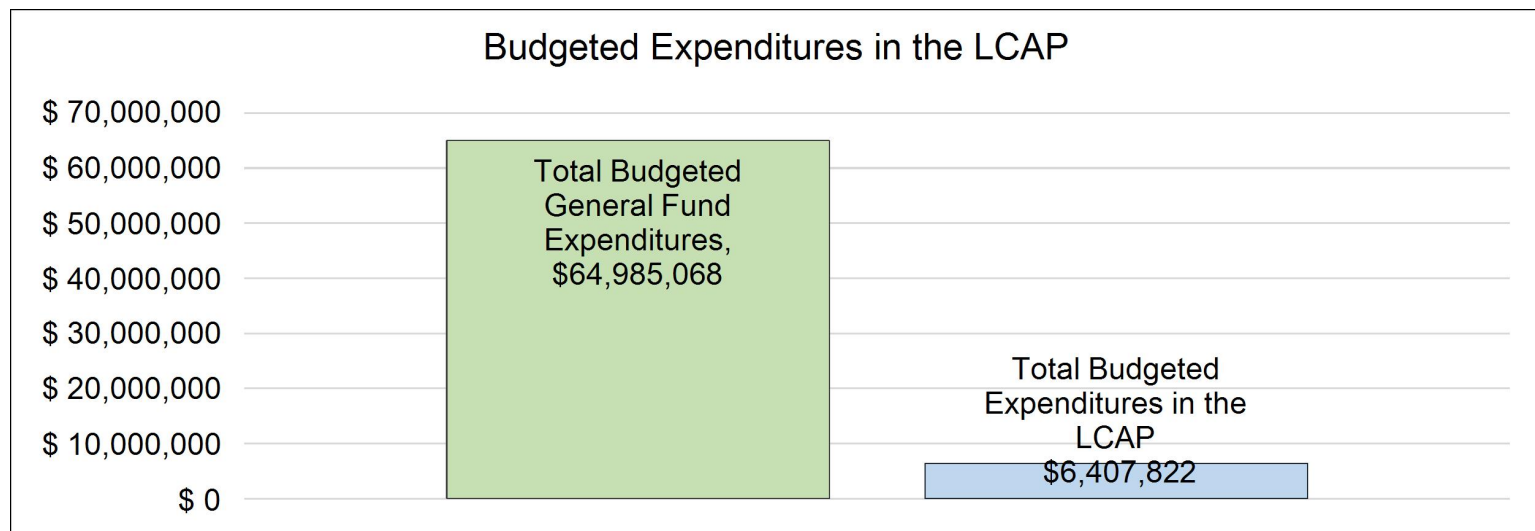


This chart shows the total general purpose revenue Oak Park Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oak Park Unified School District is \$63,171,332, of which \$53,355,243 is Local Control Funding Formula (LCFF), \$3,331,829 is other state funds, \$5,159,169 is local funds, and \$1,325,091 is federal funds. Of the \$53,355,243 in LCFF Funds, \$1,619,364 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 2026-27. 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 \$64,985,068 for the 2026-27 school year. Of that amount, \$6,407,822 is tied to actions/services in the LCAP and \$58,577,246 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

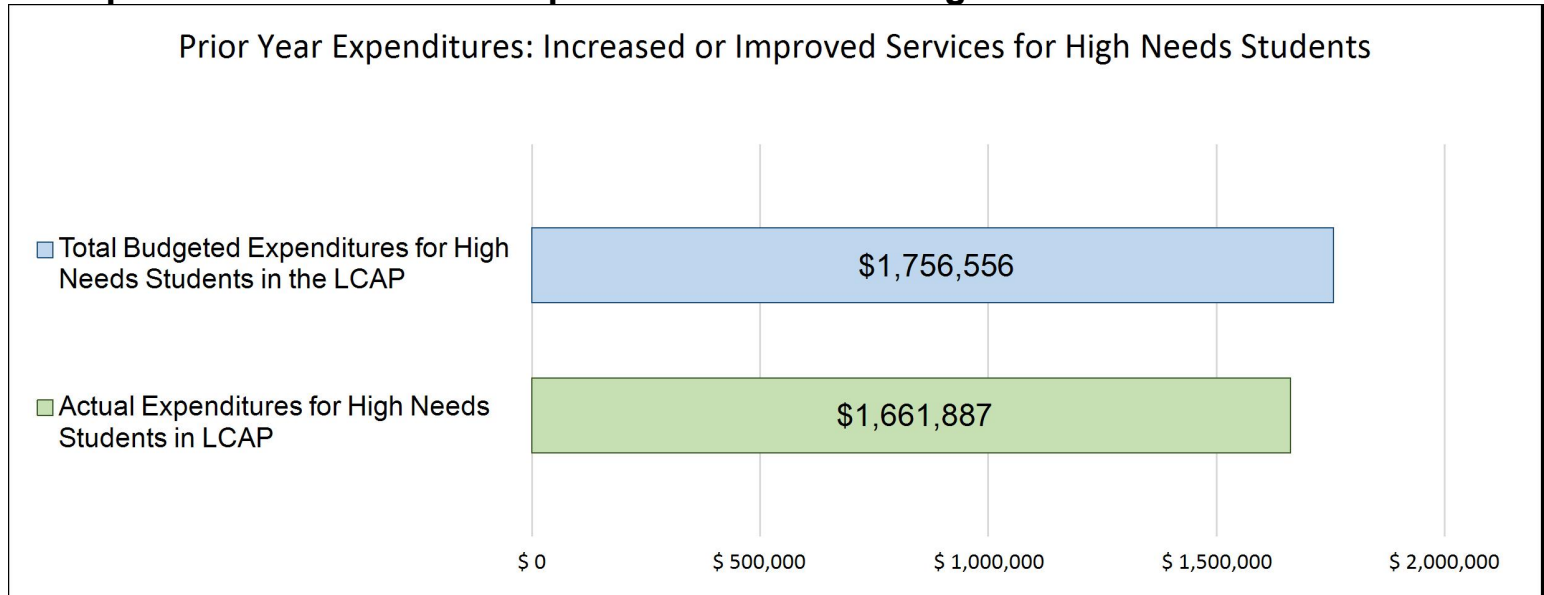
General operating expenditures, including but not limited to salaries, benefits, materials/supplies and other operating costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Oak Park Unified School District is projecting it will receive \$1,619,364 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 \$1,697,578 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 2025-26



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 2025-26, Oak Park Unified School District's LCAP budgeted \$1,756,556 for planned actions to increase or improve services for high needs students. Oak Park Unified School District actually spent \$1,661,887 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$94,669 had the following impact on Oak Park Unified School District's ability to increase or improve services for high needs students:

Lower-than-anticipated costs for certain activities and staffing challenges resulted in some adjustments to how services were delivered; however, all planned actions and services were implemented. Supports for high needs students—including English Learners, Low Income students, and Foster Youth—were maintained throughout the year, and the district's overall ability to increase or improve services for these students was not negatively impacted.



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	Ellen Chevalier Assistant Superintendent, Curriculum & Instruction	echevalier@opusd.org (818) 735-3284

Plan Summary [2026-27]

General Information

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

The Oak Park Unified School District (OPUSD) is a top-tier public school district serving 4,437 (2025 CA School Dashboard) students from Transitional Kindergarten through 12th grade. Located in Oak Park, a small community nestled between Ventura and Los Angeles Counties, OPUSD has been delivering exceptional education since its establishment in 1977.

OPUSD provides a comprehensive range of educational services. Our district includes a preschool, three elementary schools, a middle school, a comprehensive high school, as well as an independent school and an alternative high school tailored to students with unique learning styles. Drawing students from neighboring districts, approximately 60% of our student body comes from outside Oak Park. This is made possible through the District of Choice initiative (43%) and inter-district transfers (17%).

OPUSD employs approximately 540 classified and certificated staff members. Many staff members bring their children to the district through permits or the District of Choice program to participate in our high-quality educational and extracurricular programs.

Fall 2025 CA Dashboard demographic data is as follows:

7.6% are Students with Disabilities

4.8% are English Learners

12.4% are Low Income

0% are Foster Youth

0% are Homeless

Student demographic data also includes:

53.3% White

23.6% Asian

11.2% Hispanic

8.5% Two or More Races

1.8% Filipino

1.2% African American

0.3% Pacific Islander

0.1% American Indian

All OPUSD schools have been recognized as California Gold Ribbon/California Distinguished Schools, and four schools have earned National Blue Ribbon recognition. The district has also received the California Department of Education's Exemplary School District Award. For its environmental leadership, OPUSD has earned Green Ribbon honors from the California Department of Education and the U.S. Department of Education, and was the first school district recognized as a "Best Green School System" by the U.S. Green Building Council and the Center for Green Schools. OPUSD is currently ranked 18th on Niche's 2026 Best School Districts in California.

Reflections: Annual Performance

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

After reviewing CA School Dashboard (Dashboard) and local data, OPUSD identified the following successes and challenges.

2023 CA School Dashboard Data

Based on the 2023 California School Dashboard, specific student groups and schools were identified as being in the lowest-performing level, "red". The 2024–27 LCAP includes targeted actions to address these areas, with a focus on reducing chronic absenteeism and improving overall school engagement. These groups and outcomes will be closely monitored throughout the three-year LCAP cycle to ensure that supports remain responsive to student needs and evolving data.

Acronyms used: EL- English Learners; LTEL- Long Term English Learners; FY- Foster Youth; LI- Low Income Students ; SWD- Students with Disabilities; HOM- Homeless Youth; AA- African American Students; FI- Filipino Students; HI- Hispanic or Latino Students; WH- White Students

School(s) within the LEA performing in the lowest performance level, "red", on one or more state indicators on the 2023 Dashboard:

- Chronic Absenteeism: Red Oak Elementary School, Medea Creek Middle School

Student group(s) within the LEA performing in the lowest performance level, "red", on one or more state indicators on the 2023 Dashboard:

- Chronic Absenteeism: EL, WH

Student group(s) within LEA school(s) performing at the lowest performance level, "red," on one or more state indicators on the 2023 Dashboard:

- Chronic Absenteeism: All students, SWD, WH (Medea Creek Middle School); WH (Oak Hills Elementary School); All students, HI, WH (Red Oak Elementary School)

2025-26 Successes:

Under Goal 1, targeted supports through the district's Multi-Tiered System of Support (MTSS) reached hundreds of students through three rounds of universal screening, intervention, and progress monitoring. During the 2025–26 school year, 460 students received Tier 2 or Tier 3 reading intervention and 309 students received Tier 2 or Tier 3 math intervention. Professional development focused on Universal Design for Learning (UDL), inclusive practices, and instructional best practices reached 84% of certificated staff and included additional training for administrators and instructional assistants. English Learner outcomes improved substantially, with the English Learner Progress Indicator improving from Orange back to Blue and ELPAC proficiency increasing from 47.89% to 54.7%. English Learners also improved on the CAASPP Math assessment (+4.79% from baseline) and CAASPP ELA assessment (+9.13% from baseline). AP participation and performance continued to increase, with overall AP participation increasing from 498 to 576 students and the overall AP pass rate increasing from 89% to 94.27%. Early literacy outcomes also improved, with Transitional Kindergarten “at risk” FastBridge reading rates declining from 11% to 7% and Kindergarten EarlyMath “at risk” rates declining from 22% to 13%.

Under Goal 2, substantial reductions in chronic absenteeism occurred across all major student groups and school sites. Districtwide chronic absenteeism declined from 10.8% to 5.8% (-5%), while English Learners improved by -11.9%, Low Income students by -4%, and Students with Disabilities by -7.7%. No student groups or school sites remained in the Red performance level in Year 2. Student support services were strengthened through expanded mental health, counseling, and wellness supports. Counselor visits increased from 7,658 to 9,155 visits (+1,497), including increases for English Learners, Low Income students, and Foster Youth. The district maintained a 0% expulsion rate, and suspension rates improved for several student groups, including English Learners and African American students. Student engagement opportunities also expanded through clubs, athletics, arts, and leadership activities. During the 2025–26 school year, new student leadership groups were established, additional GATE exploration opportunities were offered, and arts programming expanded through a new middle school drama elective and additional visual and performing arts opportunities.

Under Goal 3, the district demonstrated strong progress in college and career readiness and global citizenship initiatives. OPUSD partnered with CSU Channel Islands to launch dual enrollment higher math courses, resulting in 20 students enrolling in both Fall 2025 and Spring

2026 after no participation at baseline. A–G completion increased from 77.4% to 86.6%, and total CTE completers increased significantly from 34 to 135 students. The College and Career Indicator improved from 69.3% to 77.6% for All Students and from 60.2% to 76.7% for Low Income students. Participation in the Seal of Civic Engagement increased from 11 to 17 students, while Seal of Biliteracy participation remained stable overall and increased for Low Income students. The district also strengthened facilities and campus safety, improving the Overall FIT score from 98% to 98.49% and reducing facilities not meeting the “Good Repair” standard by 54 instances. In addition, more than 507,000 meals were served through the Child Nutrition Program, and all students maintained access to standards-aligned instructional materials.

2025-26 Challenges:

Despite these gains, the district continued to face several challenges in meeting its most ambitious targets, particularly related to school connectedness, STEM outcomes, and consistent academic outcomes across all student groups.

Under Goal 1, D/F rates increased for several student groups at the secondary level, particularly for OPHS Low Income students and MCMS English Learners and Low Income students. CAASPP outcomes also remained mixed. While English Learners improved in both ELA and Math, All Student Math performance declined slightly (-1.38%), and Low Income student Math performance declined by -6.27%. Science performance also declined for several student groups, including Low Income students (-5.21%) and Students with Disabilities (-5.5%). In addition, staffing shortages limited the number of teachers available to provide tutoring and homework support outside the regular school day.

Under Goal 2, staff and student connectedness remained an area of growth. Staff connectedness on the LCAP Climate Survey declined from 89% to 72.6%, while the California Healthy Kids Survey working environment measure declined significantly. Student connectedness among grades 6–11 also declined from 78.8% to 58.4% on the LCAP Educational Partner Survey. However, a new “neutral” response category was added to the survey in response to educational partner feedback, and 28.6% of students selected the neutral category, likely contributing to a significant portion of the decline in “Strongly Agree” and “Agree” responses. Suspension rates for All Students increased slightly from 0.9% to 1.1%, and the high school dropout rate increased from 0% to 0.31%, indicating a continued need for targeted intervention and engagement supports.

Within Goal 3, several actions experienced implementation or logistical challenges. Implementation of the Ethnic Studies course was paused after the graduation requirement became an unfunded mandate in the 2025–26 Governor’s Budget. Green Cord participation declined from 30 students at baseline to 19 students in Year 2 despite efforts to revise and strengthen program requirements. Although STEM and educational technology initiatives expanded through Innovation Labs, MagicSchool AI, Cybernut, and STEM enrichment opportunities, districtwide CAASPP Math and CAST Science outcomes remained mixed, particularly for Low Income students and Students with Disabilities. Additionally, while career exploration opportunities expanded at school sites, a districtwide career exposition did not occur, and rollout of California College Guidance Initiative (CCGI) tools was delayed due to data alignment and quality assurance work.

These challenges underscore the continued need for targeted academic intervention, strong systems to support staff and student connectedness, expanded STEM instructional supports, and continued refinement of programs designed to increase equitable access to college, career, and enrichment opportunities for historically underserved student groups.

State Priority 7A–Accessing a Broad Course of Study (CA School Dashboard 2025):

OPUSD uses multiple data sources to monitor access to a broad course of study across grade spans and student groups. Locally selected measures include site master schedules, course requests, class rosters, and Aequitas (Q; student information system). The district reviews CAASPP, CAST, and ELPAC results, disaggregated by student group, to ensure equitable access to instruction aligned with state standards. FastBridge data for TK–2 is used to assess early literacy and numeracy skill development. D/F rates are monitored and disaggregated by student groups to identify academic barriers. Annual reviews include Math Placement data, A–G completion rates, Advanced Placement (AP) enrollment and pass rates, GATE identification by student group, graduation rates, and Least Restrictive Environment (LRE) data to ensure Students with Disabilities are served in inclusive settings. The CA School Dashboard and DataQuest provide additional tools to monitor access and outcomes across student groups. An appeals process is available for families requesting course placement changes, ensuring transparency and equity in course access.

All students in OPUSD have access to, and are enrolled in, a broad course of study. Master schedules and site calendars confirm that students at all traditional elementary schools and our independent study program have access to core academic subjects, music, art, MTSS supports, and content-aligned field trips. At the middle school level, students at both the comprehensive and independent study schools access a wide range of electives and standards-based instruction. High school students at our comprehensive, independent study, and continuation schools are enrolled in a full course of study that includes core subjects, A–G coursework, Career Technical Education (CTE), visual and performing arts, and AP classes. Students with disabilities are fully included across all grade spans, with co-taught sections available at the secondary level to support access. Least Restrictive Environment (LRE) data confirms inclusive placement practices. In 2023–24, the district's graduation rate was 97.7%, with a 99% graduation rate for socioeconomically disadvantaged students. Although Dashboard data for English Learners, Students with Disabilities, Foster Youth, and Homeless students was not reported due to small sample sizes, site-level data is regularly monitored to ensure equitable access across student groups and schools.

Based on locally selected measures, OPUSD has not identified systemic barriers preventing student access to a broad course of study. However, limited LCFF base funding constrains the district's ability to expand course offerings in grades 9–12 through additional staffing. OPUSD will continue to strengthen access by regularly reviewing disaggregated data to ensure that all student groups are equitably represented and supported across the full range of available courses.

In response to review of access data and educational partner feedback, OPUSD has continued to implement actions that expand and support a broad course of study for all students. For 2025-26, Oak Park High School has modified its master schedule to embed an additional support day, ensuring all students have access to small group intervention, reteaching, and targeted academic support without impacting access to elective courses. At Medea Creek Middle School, the number of Homework Club stipends was increased to ensure more consistent academic support, particularly for English Learners and Low Income students. To improve access for Long Term English Learners (LTEL), the district expanded the use of Ellevation and developed individualized learning plans aligned to both academic and language development goals. In the area of mathematics, OPUSD will implement an Algebra I co-teaching model which provides summer articulation and planning time for teachers to improve alignment and support for diverse learners. In addition, OPUSD has established a new partnership with CSU Channel Islands to offer a dual enrollment advanced math course during the school day in 2025-26. This course is designed to increase college credit opportunities and broaden access to rigorous coursework. District and site leaders also continued to review course prerequisites and placement procedures in order to remove barriers and ensure that students are not disproportionately excluded from advanced coursework or programs.

LREBG Fund Status:

The Learning Recovery Emergency Block Grant (LREBG) was established in response to the emergency created by the COVID-19 pandemic to support schools in the long-term recovery of their students, with a focus on improving pupil learning, mental health, and overall well-being. Under Education Code Section 32526(d)(1), any local educational agency (LEA) that has received LREBG funds must develop a needs assessment regarding the use and expenditure of these funds for the 2025–26, 2026–27, and 2027–28 school years. The district will carry over \$441,809 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds into the 2026–27 school year. LREBG-Supported Actions: LREBG funds will support Action 1.15 (Summer remediation programs for elementary, middle, and high school). This action was selected to provide targeted academic intervention (Kindergarten - Grade 8) and credit recovery opportunities (Grades 9-12) during the summer, supporting students who need additional time and instruction to meet grade-level expectations and earn credits toward graduation requirements. The use of these funds was determined through input gathered in the LCAP Educational Partner Survey, where students, families, and staff expressed support for summer remediation opportunities. The effectiveness of this action is measured through Metric 1.15, which tracks the number of students served in summer remediation programs across grade spans. This metric enables the district to assess program reach and ensure that summer supports are equitably accessed by students at the elementary, middle, and high school levels. Additionally, beginning in the 2026–27 school year, LREBG funds will be use to provide professional development and coaching related to the 2023 Mathematics Framework for California Public Schools and the English Language Arts/English Language Development Framework for California Public Schools to support the piloting and adoption of new instructional materials. These activities are included in Actions 1.10, 1.11, and 3.14. Remaining LREBG funds will be used in the 2026-27 and 2027-28 school years.
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Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.
Not applicable for 2025-26.

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 was identified as a Comprehensive Support and Improvement school for the 2023-24 school year. They no longer qualified beginning in the 2024-25 school year. This section is no longer applicable.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Curriculum Council	Input was requested from committee members (parents, students, teachers, site administrators, district administrators, and board member) on a range of curriculum-related topics. Meetings were held on October 6, 2025; November 10, 2025; December 2, 2025; January 13, 2026; March 10, 2026; and April 14, 2026. The Professional Development (PD) Subcommittee met on May 5, 2026 to plan and discuss the 2026-27 schedule for certificated staff.
District English Language Advisory Committee (DELAC)	Input was requested from committee members (parents, school and district staff, and board member) and discussed during DELAC meetings held on October 16, 2025; January 15, 2026; March 26, 2026; and May 7, 2026.
District Leadership Team Meetings	Input was requested and discussed, and academic and school climate data were shared. LCAP goals, actions, and services were reviewed and monitored. Site leaders brought information back to share with their school staff. Meetings were held on July 21, 2025; August 20, 2025; September 10, 2025; October 15, 2025; November 19, 2025; December 17, 2025; January 22, 2026; February 19, 2026; March 18, 2026; April 22, 2026; and May 13, 2026.
District Technology Committee	Input was requested from committee members (parents, students, teachers, site and district administrators, and board members) and discussed during meetings held on October 15, 2025; January 21, 2026; March 18, 2026; and May 20, 2026.
Environmental Education Awareness Committee (EEAC)	Input was requested from committee members (teachers, administrators, community organizations, parents, and students) and

Educational Partner(s)	Process for Engagement
	discussed during EEAC meetings held on October 9, 2025; December 11, 2025; February 12, 2026; and April 9, 2026.
GATE District Advisory Committee (GATE DAC)	Input was requested from committee members (parents, school and district staff, and board member) and discussed during GATE DAC meetings held on October 13, 2025; December 8, 2025; February 9, 2026; and April 13, 2026.
LCAP Parent Advisory Committee (PAC)	Input was requested from committee members (parents, site and district administrators, and board member) and discussed during LCAP PAC meetings held on November 20, 2025; January 29, 2026; April 9, 2026; and May 14, 2026.
LCAP Student Advisory Committee (SAC)	Input was requested from committee members (middle and high school students) and discussed during LCAP SAC meetings. OPHS Student LCAP Committee meetings were held on December 3, 2025; January 28, 2026; March 25, 2026; and May 6, 2026. MCMS Student LCAP Committee meetings were held on December 11, 2025; January 29, 2026; March 26, 2026; and May 7, 2026. This was the third year of implementing a formal LCAP Student Advisory Committee (SAC). To better accommodate student schedules, meetings were moved to lunch beginning in 2025-26 instead of after school.
Local Bargaining Unit	Certificated and classified bargaining groups participated in in-person meetings held throughout the year. Additional input was gathered through participation in district advisory committees and responses to the LCAP survey and the California Healthy Kids Survey, which is administered in alternating years.
Safe Kids Task Force (SKTF)	Input was requested from committee members (parents, students, teachers, counselors, administrators, and board member) and discussed during SKTF meetings held on September 25, 2025; December 18, 2025; February 26, 2026; and April 30, 2026.
SELPA Consultation	A formal meeting was held with district staff and Ventura County Office of Education SELPA staff on March 24, 2026, with pupil service check-ins throughout the year.
Wellness Committee	Input was requested from committee members (parents, site and district staff, and a board member) during meetings held on February 10, 2026, and April 14, 2026.

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

OPUSD will use the term "educational partners" to refer to groups that our district engaged with to develop this LCAP, as per the adoption of the CA 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.

OPUSD 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. 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 the LCAP survey and the LCAP. This process included an analysis of individual family needs, new funding initiatives, an analysis of district data, and discussion, review, and development of goals and actions.

Important LCAP Dates:

February 2, 2026 - Survey Opened

February 27, 2026 - Survey Closed

March 2 - 27, 2026 - Survey responses analyzed

March 24, 2026 - Ventura County SELPA consultation

March 25 & 26, 2026 - Survey results shared and discussed at OPHS & MCMS LCAP SAC

April 9, 2026 - Survey results shared and discussed at LCAP PAC & DELAC

April 21, 2026 - Survey results shared at a Regularly Scheduled Board Meeting

April 22, 2026 - Survey results shared with District Leadership Team

Early to mid-May 2026 - Principals shared survey results with their staff

May 5, 2026 - Survey results posted online for the community to review

May 6 & 7, 2026 - LCAP Draft presented and discussed with LCAP SAC

May 14, 2026 - LCAP Draft presented and discussed to LCAP PAC and DELAC

June 2, 2026 - LCAP Public Hearing

June 29, 2026 - LCAP Approval at Regularly Scheduled Board Meeting

The superintendent did not have to respond in writing regarding feedback on the 2026-27 LCAP.

All educational partners including teachers, principals, administrators, other school personnel, local bargaining units, parents, students, and Special Education Local Plan Area (SELPA) administrators, were consulted with and provided input and feedback into the development of the 2024-27 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. On the 2026 LCAP Educational Partner Survey, students identified access to rigorous high school courses (Goal 1), homework and classwork support (Goal 1), extracurricular activities (Goal 2), and nutrition and wellness (Goal 2) as key priorities, underscoring the value they place on both academic challenge and overall well-being. Families and staff shared a strong focus on STEM education (Goals 1 & 3) and academic support and tutoring (Goal 1). Like students, families also identified extracurricular activities (Goal 2) and nutrition and wellness (Goal 2) as top priorities. Staff uniquely prioritized access to counselors (Goal 2) and school safety (Goal 2), reflecting their direct experience with student needs. Survey results can be found at: <https://www.opusd.org/about/lcap>.

While the 2026–27 LCAP remains largely unchanged during the third year of implementation, educational partner feedback directly informed several updates to district actions and services. In response to continued support for STEM education, OPUSD will pilot new secondary math and personal finance instructional materials during the 2026–27 school year (Action 1.10). Student feedback emphasizing access to rigorous high school coursework also influenced the addition of AP Cybersecurity, Honors Civil Engineering, and two dual enrollment advanced math courses in partnership with CSU Channel Islands (CSUCI) (Action 3.1). Feedback from families, staff, and students also reinforced the importance of a balanced approach to artificial intelligence (AI). As a result, the district will continue providing education for staff, students, and families on responsible AI use while protecting critical thinking and academic integrity (Actions 1.11 and 3.15). In addition, OPUSD will explore how AI tools may support English Learners, particularly newcomer and Level 1 students, through enhanced translation and language development supports. In response to student interest in expanded extracurricular opportunities, Medea Creek Middle School (MCMS) will add a sixth grade drama elective to strengthen the theater arts pathway from middle through high school (Action 2.12). Finally, educational partners emphasized the importance of career readiness, leading to the continued rollout of the California College Guidance Initiative (CCGI) platform and the implementation of a districtwide career exposition for secondary students (Action 3.17).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Enhancing Academic Achievement for All Students: Increase academic achievement for all student groups, with a particular focus on narrowing achievement gaps and ensuring equitable outcomes	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Fall 2023 CA School Dashboard data indicated that although the district as a whole was Blue, the highest performance level for both ELA and Math, student groups including African American, Hispanic, Students with Disabilities and English Learners were not blue for ELA and/or Math. Local D/F data for students in grades 6-12 also shows a discrepancy between All Students and Low Income students, African American students, Hispanic students, Students with Disabilities and English Learners. This data highlights the continued need to close the academic achievement gap between the All Student group and the student groups identified above.

In addition to the CA School Dashboard and local data, OPUSD's LCAP Educational Partner survey data indicated that parents and staff want to see a greater focus on Science, Technology, Engineering and Math (STEM) education, and academic support and tutoring. Students identified access to rigorous high school courses and homework/classwork support as their top priorities related to academics. These educational priorities identified by OPUSD's educational partners along with the student achievement data were considered in the development of Goal 1 actions.

The actions and services included in this goal, are intended to help close the achievement gap by providing underperforming student groups with additional academic support through the Multi-Tiered Systems of Support (MTSS) program, in-person tutoring and before or after school homework/classwork support. To support the needs of English Learners, OPUSD will be providing Elevation software for English Learner Student monitoring and instructional strategies for teachers, English Learner instructional aides, a categorical programs Teacher on Special Assignment (TOSA) to provide teacher PD in instructional strategies to support EL students and assist with EL and LTEL progress monitoring. Individual EL plans will be created and utilized to ensure that each EL student has a customized plan to support their language acquisition. The categorical programs TOSA and school counselors/administrators will monitor LTEL academic progress and report to the

Board of Education twice per year. Professional development in Universal Design for Learning (UDL) will be provided to staff during district-led inservice days to support the needs of Students with Disabilities as well as other struggling students. Staff will monitor CogAT GATE screener results and AP course data to identify barriers and increase participation of historically underrepresented groups in rigorous, academic pursuits. The TK-12 math program will be an area of focus with support provided by a Mathematics TOSA. Curriculum audits will continue, and the information gained from this process will be utilized to make programmatic enhancements including an updated elementary report card and common assessments. Phonemic awareness professional development will be provided to TK-2 teachers and a new supplemental phonics curriculum will be implemented. The OPUSD TK program will continue to be refined to address the needs of the younger learners now being included and the new Preschool/TK Learning Foundations that have recently been approved.

The effectiveness of Goal 1 actions will be measured using local and state student achievement data (CAASPP/CAST, Fastbridge, D/F, ELPAC/EL Indicator data on the CA Dashboard) as well as drop out rates, and local indicator data and CogAT and AP participation data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Maintain "Blue" on CA Dashboard for ELA and Math CAASPP (State Priority 2A- State Standards, State Priority 4A- Pupil Achievement)	Fall 2023 CA Dashboard ELA: All Students- Blue 78.3 points above standard English Learners- Green 40.1 points above standard Low Income- Blue 53.9 points above standard Foster Youth * Students with Disabilities- Yellow	Fall 2024 CA Dashboard ELA: All Students- Green 73.1 points above standard English Learners- Green 13.7 points above standard LTEL (new for 24/25) - * 18.7 points below standard Low Income- Green	Fall 2025 CA School Dashboard ELA: All Students- Blue 74.4 points above standard English Learners- Green 22.8 points above standard LTEL- * 32.7 points below standard Low Income- Green 40.7 points above standard	Fall 2026 CA Dashboard ELA: All Students- Blue 80 points above standard English Learners- Blue 45 points above standard Low Income- Blue 58 points above standard Foster Youth * Students with Disabilities- Blue	Year 2 Difference from Baseline ELA: All student- Up one performance level (Green to Blue) Declined 3.9 points English Learners- Maintained performance level (Green) Declined 17.3 points LTEL- N/A Low Income- Down one performance level (Blue to Green)

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		29.7 points below standard	39.8 points above standard	Foster Youth *	10 points above standard	Declined 13.2 points
		Asian- Blue 111.4 points above standard	Foster Youth *	Students with Disabilities- Yellow 19.5 points below standard	Asian- Blue 115 points above standard	Foster Youth *
		Black/African American- Yellow 32.5 points below standard	Students with Disabilities- Orange 40.9 points below standard	Asian- Blue 113.9 points above standard	Black/African American- Blue 10 points above standard	Students with Disabilities- Maintained performance level (Yellow) Declined 10.2 points
		Hispanic- Blue 46.1 points above standard	Asian- Blue 109.2 points above standard	Black/African American- * 3 points above standard	Hispanic- Blue 51 points above standard	Asian- Maintained performance level (Blue) Increase 2.5 points
		White- Blue 67.2 points above standard	Black/African American- * 22.7 points below standard	Hispanic- Blue 53 points above standard	White- Blue 71 points above standard	Black/African American- * Increased 35.5 points
		Math:	Hispanic- Blue 50.3 points above standard	White- Blue 59.8 points above standard	Math:	Hispanic- Maintained performance level (Blue) Increased 6.9 points
		All Students- Blue 56.8 points above standard	White- Green 58.7 points above standard	Math:	All Students- Blue 60 points above standard	White- Maintained performance level (Blue) Declined 7.4 points
		English Learners- Blue 45.5 points above standard	Math:	All Students- Blue 55 points above standard	English Learners- Blue 50 points above standard	Math:
		Low Income- Blue 22.8 points above standard	All Students- Blue 55.6 points above standard	English Learners- Green 26 points above standard	Low Income- Blue 28 points above standard	
		Foster Youth *	English Learners- Green	LTEL- *	Foster Youth *	

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		Students with Disabilities- Yellow 49.9 points below standard	30.1 points above standard	53.1 points below standard	Students with Disabilities- Blue 10 points above standard	All students- Maintained performance level (Blue) Declined 1.8 points
		Asian- Blue 110.9 above standard	LTEL (new for 24/25) - * 37.8 points below standard	Low Income- Green 16.9 points above standard	Asian- Blue 115 points above standard	English Learners- Down one performance level (Blue to Green) Declined 19.5 points
		Black/African American- Yellow 69.5 points below standard	Low Income- Green 14.8 points above standard	Foster Youth * Students with Disabilities- Yellow 52.1 points below standard	Black/African American- Blue 10 points above standard	LTEL- N/A
		Hispanic- Green 12.7 points above standard	Foster Youth *	Asian- Blue 113.3 above standard	Hispanic- Blue 18 points above standard	Low Income- Down one performance level (Blue to Green) Declined 5.9 points
		White- Blue 38 points above standard	Students with Disabilities- Orange 50.6 points below standard	Black/African American- * 62.7 points below standard	White- Blue 42 points above standard	Foster Youth *
		*No data available for student group due to small sample size.	Asian- Blue 114.3 above standard	Hispanic- Green 28.3 points above standard	*No data available for student group due to small sample size.	Students with Disabilities- Maintained performance level (Yellow to Orange) Declined 2.2 points
			Black/African American- * 62.3 points below standard	White- Green 33 points above standard		Asian- Maintained performance level (Blue) Increased 2.4 points
			Hispanic- Green 14 points above standard	*No data available for student group due to small sample size		
			White- Green 34.4 points above standard			

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			*No data available for student group due to small sample size.			Black/African American- * Increased 6.8 points Hispanic- Maintained performance level (Green) Increased 15.6 points White- Down one performance level (Blue to Green) Declined 5 points
1.2	Maintain "Blue" on CA Dashboard for English Learner Progress (State Priority 2B- State Standards, State Priority 4E- Pupil Achievement, State Priority 7B-Course Access)	2023 Fall CA Dashboard English Learner Progress- Blue	2024 Fall CA Dashboard English Learner Progress- Orange	2025 Fall CA Dashboard English Learner Progress- Blue	2026 Fall CA Dashboard English Learner Progress- Blue	Year 2 Difference from Baseline Up three performance levels (Orange to Blue)
1.3	Maintain "Blue" on CA Dashboard for Graduation Rate with a graduation rate of 100% (State Priority 5E- Pupil Engagement, State Priority 7B-Course Access)	2023 Fall CA Dashboard "Blue" for Graduation Rate Graduation rate 2022-23 on CA Dashboard: All Students- 97.1% English Learners *	2024 Fall CA Dashboard "Blue" for Graduation Rate Graduation rate 2023-24 on CA Dashboard: All Students- 97.7%	2025 Fall CA Dashboard "Blue" for Graduation Rate Graduation rate 2024-25 on CA Dashboard: All Students- 96.7%	2026 Fall CA Dashboard "Blue" for Graduation Rate Graduation rate 2025-26 on CA Dashboard: All Students- 100% English Learners *	Year 2 Difference from Baseline Graduation rate 2024-25 on CA Dashboard: Maintained performance level (Blue)

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		Low Income- 96.8% Foster Youth * SPED * Asian- 96.2% Hispanic- 98.1% White- 97.2%	English Learners * Long Term English Learners * Low Income- 99% Foster Youth * SPED * Asian- 97.8% Hispanic- 98.2% White- 96.9% *No data available for student group due to small sample size. Long Term English Learners (LTELs) were added as a student group to the Fall 2024 CA Dashboard.	English Learners * LTEL * Low Income- 95.7% Foster Youth * SPED- 85.2% Asian- 98.9% Hispanic- 97.6% White- 95.1%	Low Income- 100% Foster Youth- 100% SPED- 100% Asian- 96.2% Hispanic- 98.1% White- 97.2%	All students- Declined 0.4% English Learners * LTEL- N/A Low Income- Declined 1.1% Foster Youth * SPED * Asian- Increased 2.7% Hispanic- Declined 0.5% White- Declined 2.1%
1.4	Increase CAASPP scores districtwide for all student groups CA Dashboard (State Priority 2A- State Standards, State Priority 4A- Pupil Achievement,	2023 CAASPP Data: ELA: All Students- 81.07% At or Above Standard English Learners- 44.0%	2024 CAASPP Data: ELA: All Students- 80.1% At or Above Standard	2025 CAASPP Data: ELA: All Students- 80.34% At or Above Standard	2026 CAASPP Data: ELA: All Students- 85% At or Above Standard	Year 2 Difference from Baseline ELA: All Students- Down 0.73%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 7B-Course Access)	LTEs *	English Learners- 43.64%	English Learners- 53.13%	English Learners- 55%	English Learners- Up 9.13%
		Low Income- 74.3%	LTEs *	LTEs*	LTEs- 60%	LTEs- N/A
		Foster Youth *	Low Income- 71.47%	Low Income- 68.39%	Low Income- 80%	Low Income- Down 5.91%
		Students with Disabilities- 34.4%	Foster Youth *	Foster Youth *	Foster Youth- 80%	Foster Youth *
		Math:	Students with Disabilities- 33.95%	Students with Disabilities- 41.8%	Students with Disabilities- 50%	Students with Disabilities- Up 7.4%
		All Students- 73.66% At or Above Standard	Math:	Math:	Math:	Math:
		English Learners- 51.79%	All Students- 73.0% At or Above Standard	All Students- 72.28% At or Above Standard	All Students 80% At or Above Standard	All Students- Down 1.38%
		LTEs *	English Learners- 58.62%	English Learners- 56.58%	English Learners- 57%	English Learners- Up 4.79%
		Low Income- 63.07%	LTEs *	LTEs*	LTEs- 62%	LTEs- N/A
		Foster Youth *	Low Income- 60.45%	Low Income- 56.8%	Low Income- 68%	Low Income- Down 6.27%
		Students with Disabilities- 28.76%	Foster Youth *	Foster Youth*	Foster Youth- 80%	Foster Youth *
		Science:	Students with Disabilities- 26.83%	Students with Disabilities- 29.37%	Students with Disabilities- 50%	Students with Disabilities- Up 0.61%
		All Students- 72.58% At or Above Standard	Science:	Science:	Science:	Science:
		English Learner- 31.58%			All Students- 80%	All Students- Down 3.16%
		LTEs *				

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		Low Income- 58.5%	All Students- 73.16% At or Above Standard	All Students- 69.42% At or Above Standard	English Learners- 50%	English Learner- Down 1.15%
		Foster Youth *			LTEs- 55%	LTEs- N/A
		Students with Disabilities- 23.53%	English Learner- 21.43%	English Learner- 30.43%	Low Income- 64%	Low Income- Down 5.21%
			LTEs *	LTEs*	Foster Youth- 80%	Foster Youth *
		Grades 3-5:	Low Income- 59.21%	Low Income- 53.29%	Students with Disabilities- 50%	Students with Disabilities- Down 5.5%
		ELA- 78.91%	Foster Youth *	Foster Youth*		
		Math- 77.67%	Students with Disabilities- 37.7%	Students with Disabilities- 18.03%	Grades 3-5:	Grades 3-5:
		Grade 5:	Grades 3-5:	Grades 3-5:	ELA- 85%	ELA- Down 2.33%
		Science- 74.31%	ELA- 77.52%	ELA- 76.58%	Math-80%	Math- Down 2.91%
		Grades 6-8:	Math- 76.8%	Math- 74.76%	Grade 5:	Grade 5:
		ELA- 79.31%	Grade 5:	Grade 5:	Science- 80%	Science- Down 9.31%
		Math- 71.52%	Science- 76.41%	Science- 65%	Grades 6-8:	Grades 6-8:
		Grade 8:	Grades 6-8:	Grades 6-8:	ELA- 85%	ELA- Up 0.72%
		Science- 63.66%	ELA- 76.26%	ELA- 80.03%	Math- 80%	Math- Down 1.1%
			Math- 71.33%	Math- 70.42%	Grade 8:	Grade 8:
		Grade 11:	Grade 8:	Grade 8:	Science- 80%	Science- Up 5.5%
		ELA- 89.71%	Science- 67.03%	Science- 69.16%		Grade 11:

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		Math- 70.11% HS Science- 79.13% *In order to protect student privacy, data is suppressed because 10 or fewer students tested.	Grade 11: ELA- 88.82% Math- 69.37% HS Science- 80.92% *In order to protect student privacy, data is suppressed because 10 or fewer students tested.	Grade 11: ELA- 89.21% Math- 71.65% HS Science- 74.65% *In order to protect student privacy, data is suppressed because 10 or fewer students tested.	Grade 11: ELA- 91% Math- 80% HS Science- 80%	ELA- Down 0.5% Math- Up 1.54% HS Science- Down 4.48%
1.5	High School/Middle School Drop Out Rate Local Data/CA Dashboard (State Priority 5D- Pupil Engagement, State Priority 7B-Course Access)	No dropouts in middle or high school, 0% rate (Q SIS 2022-23).	No dropouts in middle school, 0.26% rate in high school (Q SIS 2023-24)	No dropouts in middle school (Q SIS 2024-25) 0.31% dropout in high school (Q SIS 2024-25)	No dropouts, 0% rate (Q SIS 2025-26).	Year 2 Difference from Baseline Middle school maintained High school decreased 0.31%
1.6	Reduce Percentage of Students with Ds & Fs (State Priority 4B- Student Achievement, State Priority 7B-Course Access, State Priority 8- Pupil Outcomes)	OPHS Semester 1 (Q SIS 2023-24) English Learners- 5.3% LTELs- 4.5% Low Income- 22.9% Foster Youth *	OPHS Semester 1 (Q SIS 2024-25) English Learners- 3.6% LTELs- 0.3% Low Income- 18.9% Foster Youth *	OPHS Semester 1 (Q SIS 2025-26) English Learners- 8.9% LTELs- * Low Income- 32.5% Foster Youth *	OPHS Semester 1 (Q SIS 2026-27) English Learners- 1.1% LTELs- 0.5% Low Income- 14.1% Foster Youth 0.5%	Year 2 Difference from Baseline OPHS Semester 1 (Q SIS 2024-25) English Learners- Up 3.6% LTELs- N/A

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		Students with Disabilities- 21.1%	Students with Disabilities- 17.7%	Students with Disabilities- 22.8%	Students with Disabilities- 5.8%	Low Income- Up 9.6%
		Black/African American- 4.5%	Black/African American- 2.4%	Black/African American- 6.9%	Black/African American- 2.6%	Foster Youth *
		Hispanic- 26.7%	Hispanic- 25.1%	Hispanic- 20.8%	Hispanic- 11.9%	Students with Disabilities- Up 1.7%
		White- 55.5%	White- 51.8%	White- 57.1%	White- 53.9%	Black/African American- Up 2.4%
		MCMS Quarter 2 (2023/24)	MCMS Quarter 2 (2024/25)	MCMS Quarter 2 (2025/26)	MCMS Quarter 2 (2026/27)	Hispanic- Down 5.9%
		English Learners- 2.0%	English Learners- 13.8%	English Learners- 12.9%	English Learners- 2.0%	White- Up 1.6%
		LTELs- 1.6%	LTELs- 0.5%	LTELs- *	LTELs- 0.5%	MCMS Quarter 2 (2024/25)
		Low Income- 28.5%	Low Income- 40.2%	Low Income- 39%	Low Income- 12.5%	English Learners- Up 10.9%
		Foster Youth *	Foster Youth *	Foster Youth *	Foster Youth- 0.5%	LTELs- N/A
		Students with Disabilities- 19.1%	Students with Disabilities- 9.5%	Students with Disabilities- 23.4%	Students with Disabilities- 7.1%	Low Income- Up 10.5%
		Black/African American- 4.5%	Black/African American- 2.6%	Black/African American- 2.0%	Black/African American- 2.2%	Foster Youth *
		Hispanic- 21.5%	Hispanic- 14.3%	Hispanic- 21.4%	Hispanic- 10.7%	Students with Disabilities- Up 4.3%
		White- 63.8%	White- 75.1%	White- 64.1%	White- 55.6%	
		*No data available for student group due to small sample size.	*No data available for student group	*No data available for student group due to small sample size.		

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			due to small sample size.			Black/African American- Down 2.5% Hispanic- Down 0.1% White- Up 0.3%
1.7	ELPAC Assessment Data from ETS (State Priority 2B- State Standards, State Priority 4E- Pupil Achievement, State Priority 7B-Course Access)	2022-23 ELPAC- 47.89% Proficient	2023-24 ELPAC- 37.5% Proficient	2024-25 ELPAC- 54.7% Proficient	2025-26 ELPAC- 53% Proficient	Year 2 Difference from Baseline ELPAC- Up 6.81%
1.8	Reclassification Rate- CDE DataQuest (State Priority 2B- State Standards, State Priority 4F- Pupil Achievement)	2023-24 Reclassification Rate- CDE DataQuest 69.2%	2024-25 Reclassification Rate- CDE DataQuest 68.6%	2025-26 Reclassification Rate- CDE DataQuest 78.8%	2026-27 Reclassification Rate- CDE DataQuest 74%	Year 2 Difference from Baseline 2024-25 Reclassification Rate- Up 9.6%
1.9	Increase AP Test Participation and Pass Rate (College Board) (State Priority 4G- Pupil Achievement)	2023 AP Test Overall Participation- 498 students 2023 AP Test Overall Pass Rate- 89% 2023 AP Test Low Income/Fee Reduction Participation- 16 students 2023 AP Test Low Income/Fee Reduction Pass Rate- 86.5%	2024 AP Test Overall Participation- 552 students 2024 AP Test Overall Pass Rate- 93.7% 2024 AP Test Low Income/Fee Reduction Participation- 17 students	2025 AP Test Overall Participation- 576 students 2025 AP Test Overall Pass Rate- 94.27% 2025 AP Test Low Income/Fee Reduction Participation- 17 students	2026 AP Test Overall Participation- 600 students 2026 AP Test Overall Pass Rate- 90% 2026 AP Test Low Income/Fee Reduction Participation- 25 students	Year 2 Difference from Baseline 2025 AP Test Overall Participation- Up 78 students 2025 AP Test Overall Pass Rate- Up 5.27% 2025 AP Test Low Income/Fee Reduction

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		2023 AP Test Asian Participation- 206 students	2024 AP Test Low Income/Fee Reduction Pass Rate- 86.5%	2025 AP Test Low Income/Fee Reduction Pass Rate- 92.11%	2026 AP Test Low Income/Fee Reduction Pass Rate- 90%	Participation- Up 1 student 2025 AP Test Low Income/Fee Reduction Pass Rate- Up 5.61%
		2023 AP Test Asian Pass Rate- 89.6%	2024 AP Test Asian Participation- 225 students	2025 AP Test Asian Participation- 243 students	2026 AP Test Asian Participation- 250 students	2025 AP Test Asian Participation- Up 37 students
		2023 AP Test Hispanic Participation- 39 students	2024 AP Test Asian Pass Rate- 92.1%	2025 AP Test Asian Pass Rate- 91.89%	2026 AP Test Asian Pass Rate- 90%	2025 AP Test Asian Pass Rate- Up 2.29%
		2023 AP Test Hispanic Pass Rate- 85.3%	2024 AP Test Hispanic Participation- 46 students	2025 AP Test Hispanic Participation- 37 students	2026 AP Test Hispanic Participation- 50 students	2025 AP Test Hispanic Participation- Down 2 students
		2023 AP Test White Participation- 197 students	2024 AP Test White Pass Rate- 89.8%	2025 AP Test Hispanic Pass Rate- 92.31%	2026 AP Test Hispanic Pass Rate- 90%	2025 AP Test White Pass Rate- Up 7.01%
		2023 AP Test Hispanic Pass Rate- 83.7%	2024 AP Test White Participation- 205 students	2025 AP Test White Participation- 210 students	2026 AP Test White Participation- 230 students	2025 AP Test White Participation- Up 13 students
			2024 AP Test Hispanic Pass Rate- 89.8%	2025 AP Test White Pass Rate- 93.35%	2026 AP Test White Pass Rat - 90%	2025 AP Test Hispanic Pass Rate- Up 9.65%
1.10	FastBridge Data- Local Assessment	2023-24 Spring Screening Data-	2024-25 Spring Screening Data-	2025-26 Spring Screening Data-	2026-27 Spring Screening Data-	Year 2 Difference from Baseline

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	(State Priority 8- Pupil Outcomes)	FastBridge Local Assessment	FastBridge Local Assessment	Fastbridge Local Assessment	FastBridge Local Assesement	2025-26 Spring Screening Data- FastBridge Local Assessment
		EarlyReading	EarlyReading	EarlyReading	EarlyReading	EarlyReading
		Transitional Kindergarten:	Transitional Kindergarten:	Transitional Kindergarten:	Transitional Kindergarten:	EarlyReading
		At risk- 11%	At risk- 11%	At risk- 7%	At risk- 8%	Transitional Kindergarten:
		Not at risk- 89%	Not at risk- 89%	Not at risk- 93%	Not at risk- 92%	At risk- Down 4%
		Kindergarten:	Kindergarten:	Kindergarten:	Kindergarten:	Not at risk- Up 4%
		At risk- 42%	At risk- 43%	At risk- 31%	At risk- 30%	Kindergarten:
		Not at risk- 58%	Not at risk- 57%	Not at risk- 69%	Not at risk- 70%	At risk- Down 11%
		CBMRead	CBMRead	CBMRead	CBMRead	Not at risk- Up 11%
		1st grade:	1st grade:	1st grade:	1st grade:	CBMRead
		At risk- 34%	At risk- 29%	At risk- 31%	At risk- 30%	1st grade:
		Not at risk- 66%	Not at risk- 71%	Not at risk- 69%	Not at risk- 70%	At risk- Down 3%
		2nd grade:	2nd grade:	2nd grade:	2nd grade:	Not at risk- Up 3%
		At risk- 24%	At risk- 31%	At risk- 22%	At risk- 20%	2nd grade:
		Not at risk- 76%	Not at risk- 69%	Not at risk- 78%	Not at risk- 80%	At risk- Down 2%
		EarlyMath	EarlyMath	EarlyMath	EarlyMath	Not at risk- Up 2%
				Kindergarten:		EarlyMath
				At risk- 13%		

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		Kindergarten: At risk- 22% Not at risk- 78% 1st grade: At risk- 20% Not at risk- 80% 2nd grade: At risk- 20% Not at risk- 80%	Kindergarten: At risk- 26% Not at risk- 74% 1st grade: At risk- 22% Not at risk- 78% aMath 2nd grade: At risk- 22% Not at risk- 78%	Not at risk- 87% 1st grade: At risk- 16% Not at risk- 84% aMath 2nd grade: At risk- 20% Not at risk- 80%	Kindergarten: At risk- 20% Not at risk- 80% 1st grade: At risk- 15% Not at risk- 85% 2nd grade: At risk- 15% Not at risk- 85%	Kindergarten: At risk- Down 9% Not at risk- Up 9% 1st grade: At risk- Down 6% Not at risk- Up 6% aMath 2nd grade: At risk- Maintained Not at risk- Maintained
1.11	Percentage of properly credentialed teachers (State Priority 1A- Basic Services)	2022-23 CA Dashboard Local Indicators Clear Teaching Credential (% of Teaching Full-Time Equivalent): 69.7% Comparison to Statewide Average: Below	2023-24 CA Dashboard Local Indicators Clear Teaching Credential (% of Teaching Full-Time Equivalent): 87.8% Comparison to Statewide Average: Above	2024-25 CA Dashboard Local Indicators Clear Teaching Credential (% of Teaching Full-Time Equivalent): 89.8% Comparison to Statewide Average: Above	2025-26 CA Dashboard Local Indicators Clear Teaching Credential (% of Teaching Full-Time Equivalent): 100% Comparison to Statewide Average: Above	Year 2 Difference from Baseline 2024-25 CA Dashboard Local Indicators Clear Teaching Credential (% of Teaching Full-Time Equivalent): Up 20.1% Comparison to Statewide Average: Above

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1.12	Student access to standards-aligned instructional materials (State Priority 1B- Basic Services)	2022-23 CA Dashboard Local Indicators Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	2023-24 CA Dashboard Local Indicators Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	2024-25 CA Dashboard Local Indicators Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	2025-26 CA Dashboard Local Indicators Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	Year 2 Difference from Baseline 2024-25 CA Dashboard Local Indicators Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: Maintained
1.13	2nd Grade GATE Screening (Cognitive Abilities Test-CogAT) (State Priority 7B & 7C- Course Access)	CogAT (Age Percentile Rank of 89% or Higher) - Spring 2024 English Learners- 3.3% Low Income- 3.3% Foster Youth- NA Students with Disabilities- 3.3% Black/African American- 0% Hispanic- 3.3% White- 53.3%	CogAT (Age Percentile Rank of 89% or Higher) - Spring 2025 English Learners- 7.7% Low Income- 7.7% Foster Youth- NA Students with Disabilities- 15.4% Black/African American- 2.6% Hispanic- 2.6% White- 53.9%	CogAT (Age Percentile Rank of 89% or Higher) - Spring 2026 English Learners- 0% Low Income- 7.31% Foster Youth- NA Students with Disabilities- 9.75% Black/African American- 2.4% Hispanic- 0%	CogAT (Age Percentile Rank of 89% or Higher) - Spring 2027 English Learners- 9.2% Low Income- 9.2% Foster Youth- NA Students with Disabilities- 12.4% Black/African American- 4% Hispanic- 12% White- 57.4%	Year 2 Difference from Baseline CogAT (Age Percentile Rank of 89% or Higher) - Spring 2026 English Learners- Down 4.4% Low Income- Up 4.01% Foster Youth- NA Students with Disabilities- Up 6.45%

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				White- 43.9%		Black/African American- Up 2.4% Hispanic- Down 3.3% White- Down 9.4%
1.14	Least Restrictive Environment (LRE) Indicator 5A – General Education Participation (State Priority 7C- Course Access) The percentage of students with IEPs served inside the regular class 80% or more of the school day	Source: 2023-24 Fall CALPADS Report 16.13 ALL- 83% TK- 79% K- 94% 1st- 92% 2nd- 88% 3rd- 90% 4th- 84% 5th- 86% 6th- 42% 7th- 80% 8th- 91% 9th- 95% 10th- 77% 11th- 82% 12th- 71%	Source: 2024-25 Fall CALPADS Report 16.13 ALL- 83% TK- 73% K- 83% 1st- 95% 2nd- 96% 3rd- 92% 4th- 89% 5th- 79% 6th- 83% 7th- 68% 8th- 59% 9th- 76% 10th- 100% 11th- 74% 12th- 87%	Source: 2025-26 Fall CALPADS Report 16.13 ALL: 85.5% TK: 100% K: 90.5% 1st: 94.1% 2nd: 100% 3rd: 96.8% 4th: 90.6% 5th: 78.8% 6th: 83% 7th: 72.2% 8th: 80% 9th: 89.3% 10th: 100% 11th: 81.2% 12th: 90%	Source: 2026-27 Fall CALPADS Report 16.13 ALL- 85% TK- 85% K- 96% 1st- 94% 2nd- 90% 3rd- 92% 4th- 86% 5th- 88% 6th- 85% 7th- 85% 8th- 93% 9th- 97% 10th- 85% 11th- 85% 12th- 85%	Year 2 Difference from Baseline Source: 2025-26 Fall CALPADS Report 16.13 ALL- Up 2.5% TK- Up 21% K- Down 3.5% 1st- Up 2.1% 2nd- Up 12% 3rd- Up 6.8% 4th- Up 6.6% 5th- Down 7.2% 6th- Up 41% 7th- Down 7.8% 8th- Down 11% 9th- Down 5.7% 10th- Up 23% 11th- Down 0.8% 12th- Up 19%
1.15	Number of students served in summer remediation programs (Local data) (State Priority 4B- Student Achievement,	Summer 2024 Local Data (as of June 1, 2024) Elementary- 115 students	Summer 2025 Local Data (as of June 1, 2025) Elementary- 110 students	Summer 2026 Local Data (as of May 28, 2026) Elementary- 112 students	Summer 2027 (as of June 1, 2027) Elementary * Middle *	Year 2 Difference from Baseline Elementary- Down 3 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 7B-Course Access, State Priority 8-Pupil Outcomes)	Middle- 75 students High School- 56 students *This metric is designed to record attendance in our summer remediation programs and is dependent on student need.	Middle- 36 students High School- 46 students *This metric is designed to record attendance in our summer remediation programs and is dependent on student need.	Middle- 56 students High School- 40 students *This metric is designed to record attendance in our summer remediation programs and is dependent on student need.	High School * *This metric is designed to record attendance in our summer remediation programs and is dependent on student need.	Middle- Down 19 students High School- Down 16 students *This metric is designed to record attendance in our summer remediation programs and is dependent on student need.

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- Action 1.1 (Multi-Tiered Systems of Support, MTSS) - Successfully implemented three rounds (fall, winter, and spring) of universal screening, intervention, and progress monitoring. During the 2025–26 school year, 460 students received Tier 2 or 3 reading intervention, and 309 received Tier 2 or 3 math intervention. (Students receiving intervention in multiple rounds are counted more than once.)
- Action 1.2 (Tutoring for 6–12 students) - Oak Park High School (OPHS) successfully implemented a third day of built-in support time into the master schedule. During the 2025–26 school year, the OPHS bell schedule built-in support time on Tuesdays, Wednesdays, and Thursdays. Medea Creek Middle School (MCMS) continued to implement after-school reading intervention, seventh grade math support at lunch, lunchtime Math Lab, and push-in math support for struggling students.
- Action 1.3 (Homework support 6–12) - OPHS successfully implemented a third day of built-in support time into the master schedule. During the 2025–26 school year, the OPHS bell schedule built-in support time on Tuesdays, Wednesdays, and Thursdays. MCMS continued their after-school Homework Club twice a week. All students had access to this academic support, with personal invitations to D/F list students, English Learners (EL) and Low Income (LI) students. Oak View High School (OVHS) provided weekly targeted math support.

- Action 1.5 (ELD monitoring and instructional planning software) - Ellevation software was effectively used to monitor EL, Long Term English Learner (LTEL), and Reclassified Fluent English Proficient (RFEP) student progress and support instructional planning. English Language Development (ELD) teams at all sites actively used the platform. Site administration and ELD staff received additional training from Ellevation on the instructional strategies tools available within the platform. Continued rollout is planned for next year, with a focus on expanding use through additional training for classroom teachers to further build instructional capacity.
- Action 1.6 (ELD instructional assistants) - All instructional assistant (IA) positions were filled during the 2025–26 school year. To ensure efficiency and increase student support, IA schedules were reviewed and modified to include cross-site and classroom push-in support.
- Action 1.8 (PD to support students with disabilities) - OPUSD implemented three district-led professional development days (August 1, October 31, and March 16), with 84% staff participation. Sessions were provided on Universal Design for Learning (UDL) and inclusive practices. Additionally, a team of site and district administrators attended the Ventura County Office of Education (VCOE) UDL Training of Trainers series to continue building staff capacity. Site administrators were also provided with UDL Tidbits to deliver at staff meetings. Each tidbit focused on one consideration within the Principle of Engagement. Finally, IA III's were provided with UDL and student behavior training on October 31, 2025 and March 15, 2026 to ensure alignment and coherence of practice.
- Action 1.9 (GATE and AP course access) - Gifted and Talented Education (GATE) screening was administered as planned, with decrease in the number of EL students scoring in the 89th age percentile or higher (-3.3%) and an increase the number of LI students scoring in the 89th age percentile or higher (+4%). All GATE Site Coordinator positions were filled, as was the OPHS AP Testing Coordinator position.
- Action 1.11 (Professional learning for TK–12 staff) - Three district-led professional development days reached 84% of certificated staff. Feedback from post-PD surveys was reviewed with the Curriculum Council PD Subcommittee, which included representatives from all school sites, site administrators from each grade span, and district administrators who support professional learning implementation. The subcommittee worked to ensure professional development aligned with district and LCAP goals while supporting the needs of general education teachers and staff. The committee collaborated to identify the preferred format and potential topics for the 2026–27 PD days.
- Action 1.13 (Phonemic awareness PD) - K–2 teachers received training on the Multitudes reading difficulties risk screener on October 31, 2025, and on the science of reading on March 16, 2026.
- Action 1.14 (TK program refinement) - TK met monthly to develop common pacing guides by subject that align with the Preschool Transitional Kindergarten Learning Foundations (PTKLF). They also implemented a TK report card modeled after the K–5 standards-based report card. The TK team will continue to review and refine pacing guides and the report card in the 2026–27 school year.
- Action 1.15 (Summer remediation programs; LREBG action) - Summer remediation programs were offered for elementary, middle, and high school students to support academic intervention and credit recovery.

Implementation Challenges:

- Action 1.2 (Tutoring for 6–12 students) - A limited number of teachers were available to provide hourly tutoring outside the regular school day.
- Action 1.3 (Homework support 6–12) - A limited number of teachers were available to provide hourly homework support outside the regular school day.

Modified Implementation:

- Action 1.4 (Categorical programs support) - The Categorical Programs Teacher on Special Assignment (TOSA) position was discontinued in 2024–25. In the absence of a Categorical Programs TOSA, the Administrator of Curriculum and Instruction provided leadership for categorically funded programs and delivered professional development (PD) for supporting EL, Low Income (LI), Foster Youth (FY), and LTEL students.
- Action 1.7 (LTEL support) - The Categorical Programs Teacher on Special Assignment (TOSA) position was discontinued in 2024–25. In the absence of a Categorical Programs TOSA, the Administrator of Curriculum and Instruction monitored LTEL D/F data and developed individualized plans focused on language development and grade-level standards.
- Action 1.10 (TK–12 Math Program Enhancement) - Most activities associated with this action were implemented as planned, including continuing the Elementary Math Coach position, adding an Algebra I co-teaching planning period, purchasing IXL for MCMS and OPHS, funding guest teachers for Algebra I articulation, and providing hourly compensation for Algebra I teachers to participate in summer planning. Two implementation changes occurred during the year. First, the Math Community of Practice was discontinued, and instructional best practices were instead shared during math department collaboration sessions on the October 31, 2025, and March 16, 2026, professional development days. Second, MCMS and OPHS Algebra I teachers met for articulation once in September 2025 and chose to continue this collaboration during professional development days rather than through release days. As a result, guest teacher funds were repurposed to provide coverage for secondary math pilot committee members to visit the Ventura County Office of Education (VCOE) Learning Resource Display Center (LRDC) to review instructional materials and attend publisher presentations.
- Action 1.12 (Update elementary report cards) - Most activities associated with this action were implemented as planned, including grades 3–5 teachers identifying CAASPP Interim Assessment Blocks (IABs) and Focused Interim Assessment Blocks (FIABs) for use as common assessments, and the purchase of ESGI software to support K–2 common assessments. However, revisions to the elementary report cards were paused due to the piloting of two English Language Arts (ELA) curricula. This work will continue next year through Common Wednesday collaboration time and professional development days to ensure report card updates align with the newly adopted curriculum and common assessment practices.

Non-implemented Actions:

- All Goal 1 actions were implemented during the 2025–26 school year.

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.

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:

- Action 1.2 (Tutoring for 6-12 students) - Budgeted: \$21,087; Actual \$7,821. The difference is due to a limited number of teachers available to provide additional tutoring support outside of the regular school day through hourly compensation.
- Action 1.3 (Homework support 6-12) - Budgeted: \$32,376; Actual \$15,176. The difference is due to a limited number of teachers available to provide additional homework support outside of the regular school day through hourly compensation.
- Action 1.13 (Phonemic Awareness Professional Development) - Budgeted: \$9,102; Actual: \$5,930. The difference is due to lower-than-anticipated costs for phonemic awareness professional development offerings.

- Action 1.15 (Summer Remediation Programs; LREBG Action) - Budgeted: \$115,143; Actual: \$20,145. The difference is due to the timing of program implementation, as summer remediation had not yet occurred at the time expenditures were calculated. High school summer remediation is scheduled for May 26–July 2, 2026, and elementary and middle school remediation programs are scheduled for June 1–12, 2026. Current internal projections estimate total expenditures for these programs will be approximately \$155,000.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators.

The California School Dashboard performance levels—Blue, Green, Yellow, Orange, and Red—were used as metrics to evaluate the effectiveness of actions. These colors are determined by combining the current year's data (Status) with the year-over-year trend (Change). Blue represents the highest level of performance, followed by Green (on target), Yellow (near target or declining), Orange (below target), and Red, the lowest performance level.

Strong Effectiveness:

- Actions 1.1 (MTSS implementation), 1.8 (PD to support students with disabilities), and 1.11 (Professional learning for TK–12 staff) demonstrated strong effectiveness. Tiered intervention systems reached over 800 students with targeted supports in reading and math, and the implementation of three district PD days reached 84% of certificated staff. These days focused on Universal Design for Learning (UDL), inclusive practices, generative AI, and collaborative articulation, with positive feedback indicating sessions were practical and impactful. In addition, Dashboard performance improved in several areas from the previous year. ELA performance for All Students increased from Green back to Blue, and Students with Disabilities improved from Orange to Yellow. In Math, Students with Disabilities improved from Orange to Yellow, and Black/African American students improved from below standard to 3 points above standard. The percentage of properly credentialed teachers also increased from 69.7% to 89.8%, exceeding the statewide average. AP test participation and performance also continued to improve, with overall participation increasing from 498 to 576 students and the overall AP pass rate increasing from 89% to 94.27%.
- Actions 1.4 (Categorical programs support), 1.5 (ELD monitoring and instructional planning software), 1.6 (ELD instructional assistants), and 1.7 (LTEL support) demonstrated increasing effectiveness, with several English Learner outcomes showing significant improvement in Year 2. The English Learner Progress Indicator improved from Orange back to Blue in Fall 2025, and ELPAC proficiency increased from 37.5% to 54.7%, exceeding the original baseline of 47.89%. English Learners also improved substantially on the 2025 CAASPP ELA assessment (+9.13% from baseline), while Math performance remained above baseline (+4.79%). Continued implementation of Ellevation monitoring tools, individualized English Learner plans, instructional assistant support, and targeted instructional strategies contributed to these gains. While Long-Term English Learner (LTEL) outcomes remain an area for continued improvement, overall results indicate that these actions are producing positive academic and language acquisition outcomes for English Learners.
- Action 1.13 (Phonemic awareness PD) demonstrated increasing effectiveness as Year 2 FastBridge data showed improvement across several early literacy and numeracy indicators. Transitional Kindergarten “at risk” rates improved from 11% to 7%, and 2nd grade CBM reading “at risk” rates improved from 24% to 22%. EarlyMath screening data also improved significantly, with Kindergarten “at risk” rates declining from 22% to 13% and 1st grade declining from 20% to 16%. These outcomes suggest that

continued implementation of Science of Reading aligned practices and phonemic awareness professional learning is beginning to positively impact foundational literacy and math skills.

- Action 1.14 (TK program refinement) also demonstrated increasing effectiveness. FastBridge data showed improvement in Transitional Kindergarten early reading outcomes, with “at risk” rates declining from 11% to 7%, suggesting that continued refinement of the TK program and alignment to Preschool/TK Learning Foundations is strengthening early learning outcomes.

Emerging Effectiveness:

- Actions 1.2 (Tutoring for 6–12 students) and 1.3 (Homework support 6–12) show mixed but emerging effectiveness. While expanded support opportunities and built-in intervention time continued to provide important academic supports for students, D/F rates increased in Year 2 for several student groups. OPHS D/F rates increased for English Learners, Low Income students, and Students with Disabilities compared to baseline, and MCMS rates remained elevated for English Learners and Low Income students. These results indicate that while support systems are in place and being utilized, additional refinement of intervention structures, student participation, and embedded academic supports may be needed to improve consistency of outcomes across sites and student groups.
- Action 1.9 (GATE and AP course access): AP participation and pass rates continued to increase overall and across several student groups. Low Income student AP pass rates increased from 86.5% to 92.11%, White student AP pass rates increased from 83.7% to 93.35%, and Asian student participation increased from 206 to 243 students. CogAT screening data also showed increased identification rates for English Learners (+4.4%), Low Income students (+4.4%), and Students with Disabilities (+12.1%). However, Hispanic student identification declined slightly (-0.7%), indicating that equity gaps in advanced learning opportunities remain an area for continued attention.
- Action 1.10 (TK–12 Mathematics Program Enhancement): While new supports such as Algebra I restructuring, IXL implementation, and articulation planning were launched during the year, overall Math CAASPP outcomes remained mixed. All Students declined slightly from baseline (-1.38%), and Low Income student performance declined by -6.27%. However, English Learners remained above baseline performance levels (+4.79%), and Grade 11 Math scores improved (+1.54%). Analysis of the 2026 and future years’ CAASPP assessment data will help determine whether these recently implemented program enhancements positively impacted student academic achievement over time.
- Action 1.12 (Update elementary report card): Foundational steps were completed this year, including identifying common grade-level assessments and purchasing the tools needed to support consistent data collection. A new ELA curriculum pilot and assessment refinement process are underway and will inform future report card revisions and instructional alignment work.

Did Not Achieve Desired Outcome(s):

While many Goal 1 actions demonstrate strong or emerging effectiveness, several academic outcome metrics have not yet reached the desired targets. For example:

- Metric 1.1 (CA Dashboard ELA and Math performance): Although All Students returned to Blue in ELA, several student groups remain below target performance levels. English Learners and Low Income students remained Green in both ELA and Math, and White students declined from Blue to Green in Math. Students with Disabilities, while improving, remained below standard in both content areas.
- Metric 1.4 (CAASPP scores): Overall CAASPP performance remained mixed. All Students declined slightly in both ELA (-0.73%) and Math (-1.38%) compared to baseline, while Low Income student performance declined in both ELA (-5.91%) and Math (-

6.27%). Science scores also declined overall (-3.16%), including a decline for Students with Disabilities (-5.5%) and Low Income students (-5.21%).

- Metric 1.3 (Graduation Rate): Although the district maintained Blue status overall, the All Student graduation rate declined slightly from 97.1% to 96.7%, and Students with Disabilities graduated at 85.2%, below district expectations.
- Metric 1.5 (Dropout Rate): High school dropout rates increased slightly from 0% to 0.31%.
- Metric 1.6 (D/F Rates): D/F rates increased substantially for several student groups in Year 2, particularly for OPHS Low Income students and MCMS English Learners and Low Income students. These trends indicate a continued need for stronger embedded intervention systems, more consistent student participation in supports, and improved coordination of academic interventions across secondary sites.

These outcomes indicate that while foundational systems and supports are showing positive impact, additional instructional refinement and targeted intervention are necessary to accelerate progress for all student groups. Planned next steps include the continuation of embedded intervention time, improving middle school support structures, continuing implementation of new math and literacy supports, deepening English Learner instructional strategies, and expanding inclusive instructional practices to ensure all students experience academic growth and equitable outcomes.

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

Based on our analysis, here are the planned adjustments for the 2024–27 LCAP cycle:

Goal Description:

- No changes to the current goal focused on enhancing academic achievement for all students.

Metrics Modified:

- No Goal 1 metrics were modified.
- No Goal 1 metrics were added.
- No Goal 1 metrics were moved to another goal.

Actions Modified (Modifications of the following actions will be reflected in the Action Description):

- Modified Action 1.3 (Homework support for 6–12 students) to reflect teacher hourly compensation for additional homework support on Mondays at Oak Park High School (OPHS). This activity was originally included in Action 1.2 (Tutoring for 6-12 students).
- Modified Action 1.8 (PD to support Students with Disabilities, SWD) to include activities funded by the Supporting Innovative Practices (SIP) Grant. Activities include a Co-Teaching Quarterly Network for co-teaching teams, UDL Coach stipends to continue building site capacity, and monies for additional UDL professional development.
- Modified Action 1.10 (TK–12 Math Program Enhancement) to add a common planning period for Geometry co-teachers, guest teacher coverage for secondary math pilot teacher planning time, and guest teacher coverage for elementary math pilot selection teachers to visit the Ventura County Office of Education Learning Resource and Display Center (VCOE LRDC).
- Modified Action 1.12 (Update elementary report card) to reflect that report card revision work will occur during the 2026-27 professional development days (October 23, 2026 and March 15, 2027).

- Modified Action 1.13 (Phonemic Awareness Professional Development) to add hourly compensation for the K–2 ELA Summer Institute, Transitional Kindergarten (TK) Heggerty training, and continued training on using screening data to inform instruction.
- Modified Action 1.14 (TK program refinement) to highlight refinement of pacing guides for all subjects aligned to the Preschool Transitional Kindergarten Learning Foundations (PTKLFs).
- No Goal 1 actions were added.
- No Goal 1 actions were removed.

Expected Outcomes:

- No Goal 1 expected outcomes were modified.
- No Goal 1 expected outcomes were added.
- No Goal 1 expected outcomes were removed.

These modifications align with our effectiveness analysis and implementation experiences from the 2026–27 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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Multi-Tiered Systems of Support (MTSS)	Provide Learning Support Teachers, TK-5 MTSS Instructional Assistants, a .1 MTSS Coordinator, FastBridge universal screener and progress monitoring software, and related intervention curriculum to support struggling students. Data and fidelity monitoring by site and district team.	\$579,995.00	Yes
1.2	Tutoring for 6-12 Students	Expand Multi-Tiered Systems of Support (MTSS) for secondary students through embedded support time and targeted tutoring interventions. Implementation includes three support days at Oak Park High School (OPHS) built into the master schedule, after-school English Language Arts intervention at Medea Creek Middle School (MCMS), and hourly compensation for push-in and lunchtime math intervention at MCMS.	\$8,870.00	Yes
1.3	Homework Support 6-12	Provide homework and classwork support for students at MCMS, OPHS, and Oak View High School (OVHS). Implementation includes 4 stipends for the MCMS Homework Club and hourly compensation for OPHS teachers who provide academic support on Mondays (EL, LI, and FY students on the D/F list receive a personal invitation to participate).	\$38,463.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Continue OVHS stipend to provide targeted math support. Schools will also continue to explore and identify alternative schedules that embed student support time and teacher collaboration. In addition to the supplemental activities listed, MCMS will pilot a semester elective ("Panther Prep") for students on the D/F list and/or students with 504s who may benefit from additional support with organizational skills and study strategies. This pilot (0.1 FTE) will be paid for using non-supplemental LCFF funds.		
1.4	Categorical Programs Support	Provide support for categorically funded programs through leadership and professional development delivered by the Administrator of Curriculum and Instruction (0.32 FTE). The Administrator supports instructional planning, professional development, and monitoring efforts for English Learners, Low Income, Foster Youth, and Long-Term English Learners (LTELs).	\$60,024.00	Yes
1.5	English Language Development (ELD) Monitoring and Instructional Planning Software	Renew Ellevation software license to assist in monitoring English Learner progress (including LTEL and RFEP students) and to build teacher capacity using evidence-based Tier 1 ELD instructional strategies.	\$14,000.00	Yes
1.6	English Language Development (ELD) Instructional Assistants (IAs)	Provide instructional assistants for English Learners in grades TK-12 to support them with English language acquisition through classroom support including integrated and designated ELD.	\$118,388.00	Yes
1.7	Long Term English Learner (LTELs) Support	Monitor LTEL D/F data and create individualized EL plans focusing on language acquisition and grade level standards for all Long Term English Learners. (0.10 FTE Administrator of Curriculum & Instruction)	\$18,758.00	Yes
1.8	Professional Development to Support Students with Disabilities	Provide professional development to support Students with Disabilities (SWD) and promote inclusive practices through the Universal Design for Learning (UDL) framework. Implementation includes our partnership with Supporting Innovative Practices (SIP) to provide ongoing support for our	\$45,491.00	No

Action #	Title	Description	Total Funds	Contributing
		co-teaching teams, stipends for UDL Coaches, and funding for UDL professional development expenses. The Pupil Services team will also provide specialized training for special education staff to strengthen instructional practices and better support diverse learner needs.		
1.9	GATE and Advanced Placement (AP) Course Access	Increase access to GATE and Advanced Placement (AP) courses, and expand participation among historically underrepresented student groups, through the use of the CogAT GATE screener, site-based GATE coordinators, updated course prerequisites, and a part-time AP testing coordinator.	\$18,391.00	No
1.10	TK-12 Mathematics Program Enhancement	Enhance the TK–12 math program through continued support for standards-aligned instruction and equitable student outcomes. Implementation includes a Geometry co-teaching common planning period, renewal of the districtwide IXL software license, and guest teacher coverage to support secondary math pilot planning and the elementary math instructional materials selection process.	\$80,446.00	Yes
1.11	Meaningful and High Leverage Professional Development (PD) for TK-12 Staff	Create meaningful and high-leverage PD for TK-12 staff in areas such as UDL/differentiation, generative AI, essential standards, common assessments, and using student data to inform instruction, while including opportunities for grade-level collaboration and articulation.	\$12,277.00	No
1.12	Update Elementary Report Cards	Update K–5 report cards to reflect essential grade-level standards and strengthen alignment across grade levels. Explore the development of a letter-grade report card for grades 4–5 to support the transition to middle school. Identify and implement common ELA and math assessments across elementary sites (ex. CAASPP Interim Assessments, benchmark assessments, ESGI assessments, etc.).	\$9,360.00	No
1.13	Phonemic Awareness	Provide professional development for TK–2 teachers focused on early literacy development and Tier 1 instructional strategies. Activities include	\$7,078.00	No

Action #	Title	Description	Total Funds	Contributing
	Professional Development	K-2 ELA Summer Institute, TK Heggerty training, and professional development on using screening data to inform instruction.		
1.14	TK Program Refinement	Support and refine the Transitional Kindergarten (TK) program through aligned instructional planning and assessment. Implementation includes the refinement of pacing guides for all subjects aligned to the Preschool Transitional Kindergarten Learning Foundations (PTKLFs) and continued use of a TK report card modeled after the K–5 standards-based report card.	\$0.00	No
1.15	Summer Remediation Programs	LREBG Action Provide summer remediation programs for elementary, middle, and high school students to support academic intervention and credit recovery. Funded through the Learning Recovery Emergency Block Grant (LREBG), these programs are designed to help students meet grade-level expectations, address unfinished learning, and earn credits toward graduation. Implementation is aligned with the district's Multi-Tiered System of Support (MTSS) framework to ensure equitable access and targeted support for students most in need. Metric being used to monitor the action: Metric 1.15 LREBG Funds supporting this action: \$441,809 through 2027-28	\$133,298.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Foster a Holistic Learning Environment for Student Success: Enhance student wellness, safety, and school culture and climate to create a supportive and inclusive learning environment that promotes personal growth for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

LCAP Goal 2 combines actions and services included in the prior year's LCAP Goals 2 and 3 to create an overall goal designed to increase communication and engagement of all educational partners. The updated Goal 2 will also include actions to specifically address chronic absenteeism, which was Red on the 2023 CA School Dashboard for Medea Creek Middle School and Red Oak Elementary as well as for English Learners and White students district-wide. The goal was formed based on LCAP survey results (survey results indicated that extra-curricular activities and counseling were top priorities) and local and state data highlighting the need for additional social-emotional support and connectedness to school. Actions related to student connectedness and engagement formally in Goal 1 and Goal 3 were moved to this new 2024-27 LCAP Goal 2. Goal 1 actions moved to Goal 2 include the addition of Positive Behavior Interventions and Support (PBIS) programs for all school sites, providing comprehensive mental health support, student engagement in shared decision making, providing a director of student support and safety, a district nurse to support overall student wellness, partnering with Challenge Success, providing a variety of clubs/enrichment activities and increasing access to the arts. Former Goal 3 actions designed to expand student/staff well-being initiatives, including continuing to provide increased access to behaviorists/psychologists and the monitoring of counseling and Wellness Center visits will be included in the 2024-27 LCAP Goal 2. Goal 2 metrics will measure progress towards Goal 2 actions. These metrics provide data in the areas of suspension/expulsion rates, chronic absenteeism/attendance rates, educational partner engagement, school connectedness and counseling visits.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain a suspension rate of under 1% CA Dashboard (State Priority 6A- School Climate)	2023 Fall CA Dashboard	2024 Fall CA Dashboard	2025 Fall CA Dashboard	2026 Fall CA Dashboard	Year 2 Difference from Baseline
		All Student Group- 0.9%	All Student Group- 0.8%	All Student Group- 1.1%	All Student Group- Less than 1%	2025 Fall CA Dashboard
		English Learners- 2.2%	English Learners- 1.8%	English Learners- 0.4%	English Learners- Less than 1%	All Student Group- Up 0.2%
		Foster Youth *	LTEL- 10.5%	LTEL *	Foster Youth- Less than 1%	English Learners- Down 1.8%
		Low-income- 1.9%	Foster Youth *	Foster Youth *	Low-income- Less than 1%	LTEL *
		Students with Disabilities- 1.9%	Low-income- 1.8%	Low-income- 1.7%	Students with Disabilities- Less than 1%	Foster Youth *
		African American- 4.1%	Students with Disabilities- 2.4%	Students with Disabilities- 2%	African American- Less than 1%	Low-income- Down 0.2%
		*No data available for student group due to small sample size.	African American- 1.6%	African American- 1.8%	African American- Less than 1%	Students with Disabilities- Up 0.1%
			*No data available for student group due to small sample size.	*No data available for student group due to small sample size.		African American- Down 2.3%
2.2	Reduce Chronic Absenteeism/Maintain or Increase Attendance CA Dashboard (State Priority 5B- Pupil Engagement)	2023 Fall CA Dashboard	2024 Fall CA Dashboard	2025 Fall CA Dashboard	2026 Fall CA Dashboard	Year 2 Difference from Baseline
		District Overall	District Overall	District Overall	All Student Group- 1.5%	2025 Fall CA Dashboard
		All Student Group- 10.8%	All Student Group- 7%	All Student Group- 5.8%	English Learners- 1.5%	District Overall
		English Learners- 14.6%	English Learners- 4.5%	English Learners- 2.7%	Foster Youth- 1.5%	All Student Group- Down 5%
		Foster Youth *	Foster Youth *	Foster Youth *		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-income- 13.6% Students with Disabilities- 18.6% Student Groups in Red: White (12.5%) English Learners (14.6%) School Sites in Red: Medea Creek Student groups in Red: Students with Disabilities (28.1%) White (12.3%) Red Oak Student groups in Red: Hispanic (22.2%) White (16.8%) *No data available for student group due to small sample size.	Low-income- 10.8% Students with Disabilities- 10.9% Student Groups in Red: White 8.1% English Learners 4.5% School Sites in Red: Medea Creek Student groups in Red: Students with Disabilities (Yellow, 16.3%) White (Green, 8.9%) Red Oak Student groups in Red: Hispanic (Yellow, 16.4%) White (Green, 9.1%)	Low-income- 9.6% Students with Disabilities- 10.9% Student Groups in Red: White (6.1%) English Learners (2.7%) School Sites in Red: Medea Creek Student groups in Red: Students with Disabilities (Yellow, 14.8%) White (Green, 7.1%) Red Oak Student groups in Red: Hispanic (Yellow, 10.3%) White (Green, 7.7%)	Low-income- 1.5% Students with Disabilities- 1.5% No student groups in Red No school sites in Red Medea Creek Student groups in Red: Students with Disabilities (10%) White (8%) Red Oak Student groups in Red: Hispanic (10%) White (8%)	English Learners- Down 11.9% Foster Youth * Low-income- Down 4% Students with Disabilities- Down 7.7% Student Groups in Red: No student groups in the Red White- Down 6.4% English Learners- Down 11.9% School Sites in Red: No school sites in Red Medea Creek Student groups in Red: Students with Disabilities- Down 13.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						White- Down 5.2% Red Oak Student groups in Red: Hispanic- Down 11.9% White- Down 9.1%
2.3	Engage educational partners utilizing avenues such as the LCAP survey, to gather input, deliver thorough feedback and ensure a closed loop, with a specific focus on addressing the unique needs of unduplicated pupils and students with disabilities. (State Priority 3A, 3B, & 3C - Parental Involvement and Family Engagement)	2023-24 LCAP Educational Partner Survey (Participation data) LCAP Survey Staff: 249 staff members responded (44.9% of total staff) LCAP Family Survey: 656 parents responded (approximately 21% of families) LCAP Student Survey: 1680 (approximately 74% of students in grades 6-11)	2024-25 LCAP Educational Partner Survey (Participation data) LCAP Survey Staff: 339 staff members responded (55.5% of total staff) LCAP Family Survey: 704 parents responded (approximately 22% of families) LCAP Student Survey: 1593 (approximately 67.1% of students in grades 6-11)	2025-26 LCAP Educational Partner Survey (Participation data) LCAP Survey Staff: 285 staff members responded (47% of total staff) LCAP Family Survey: 414 households responded (approximately 13% of families) *We switched from parents to one survey per household to determine a baseline for family participation.	2026-27 LCAP Educational Partner Survey (Participation data) LCAP Survey Staff: 50% of total staff LCAP Family Survey: 35% of families LCAP Student Survey: 90% of students in grades 6-11	Year 2 Difference from Baseline 2025-26 LCAP Educational Partner Survey (Participation data) LCAP Survey Staff: Up 36 staff members (Up 2.1%) LCAP Family Survey: *switched metric from parents to households, 13% of households completed the survey LCAP Student Survey: Up 67 students (Up 1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				LCAP Student Survey: 1747 (approximately 75% of students in grades 6-11)		
2.4	Increase the percentage of staff reporting that they feel connected to their school site on the LCAP Climate Survey and increase working environment measure on CA Healthy Kids Survey (State Priority 6C-School Climate)	2023-24 LCAP Educational Partner Survey (Climate data): 89% of staff 'Strongly agree' and 'Agree' that they feel connected to their school site 2023-24 CA Healthy Kids Survey: 86.6% of staff 'Strongly agree' and 'Agree' on working environment measures	2024-25 LCAP Educational Partner Survey (Climate data): 87.9% of staff 'Strongly agree' and 'Agree' that they feel connected to their school site 2023-24 CA Healthy Kids Survey: (not given this school year) NA% of staff 'Strongly agree' and 'Agree' on working environment measures	2025-26 LCAP Educational Partner Survey (Climate data): 72.6% of staff 'Strongly agree' and 'Agree' that they feel connected to their school site *Added a "neutral" category to survey items in response to educational partner feedback; 12.6% neutral 2025-26 CA Healthy Kids Survey: 38% of staff 'Strongly agree' and 'Agree' on working environment measures	2026-27 LCAP Educational Partner Survey (Climate data): 92% of staff 'Strongly agree' and 'Agree' that they feel connected to their school site 2025-26 CA Healthy Kids Survey: 92% of staff 'Strongly agree' and 'Agree' on working environment measures	Year 2 Difference from Baseline 2025-26 LCAP Educational Partner Survey (Climate data): Down 16.4% *Added a "neutral" category to survey items in response to educational partner feedback; 12.6% neutral 2025-26 CA Healthy Kids Survey: Down 48.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Counselor visits from Student Information System (Q SIS) (State Priority 5- Pupil Engagement)	As of May 1, 2024: All visits - 7658 English Learner visits - 117 Low Income visits - 1445 Foster Youth visits * *No data available for student group due to small sample size.	As of May 1, 2025: All visits - 8598 English Learner visits - 290 Low Income visits - 1509 Foster Youth visits * *No data available for student group due to small sample size.	As of May 1, 2026: All visits - 9155 English Learner visits - 203 Low Income visits - 1824 Foster Youth visits - 15	As of May 1, 2027: All visits* English Learner visits * Low Income visits * Foster Youth visits * *This metric is designed to ensure monitoring of counseling data and refine data collection processes.	Year 2 Difference from Baseline As of May 1, 2026: All visits - Up 1497 visits English Learner visits - Up 86 visits Low Income visits - Up 379 visits Foster Youth visits - Up 15 visits
2.6	Increase student connectedness (State Priority 6C- School Climate)	2023-24 LCAP Educational Partner Survey (Climate data): 78.8% of students in grades 6-11 'Strongly agree' or 'Agree' that they feel connected to their school site and/or teachers 2023-24 CA Healthy Kids Survey: 84% of 5th grade students responded	2024-25 LCAP Educational Partner Survey (Climate data): 71.4% of students in grades 6-11 'Strongly agree' or 'Agree' that they feel connected to their school site and/or teachers CA Healthy Kids Survey (not given in 2024-25):	2025-26 LCAP Educational Partner Survey (Climate data): 58.4% of students in grades 6-11 'Strongly agree' or 'Agree' that they feel connected to their school site and/or teachers *Added a "neutral" category to survey in response to educational	2026-27 LCAP Educational Partner Survey (Climate data): 85% of students in grades 6-11 'Strongly agree' or 'Agree' that they feel connected to their school site and/or teachers 2025-26 CA Healthy Kids Survey:	Year 2 Difference from Baseline 2025-26 LCAP Educational Partner Survey (Climate data): Down 20.4% *Added a "neutral" category to survey in response to educational partner feedback; 28.6% neutral

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		'Yes, most of the time' or 'Yes, all of the time' to the school connectedness scale questions 64% of 7th grade students responded 'Strongly agree' or 'Agree' that they feel connected to the school connectedness scale questions 65% of 9th grade students responded 'Strongly agree' or 'Agree' that they feel connected to the school connectedness scale questions 67% of 11th grade students responded 'Strongly agree' or 'Agree' that they feel connected to the school connectedness scale questions	NA% of 5th grade students responded 'Yes, most of the time' or 'Yes, all of the time' to the school connectedness scale questions NA% of 7th grade students responded 'Strongly agree' or 'Agree' that they feel connected to the school connectedness scale questions NA% of 9th grade students responded 'Strongly agree' or 'Agree' that they feel connected to the school connectedness scale questions NA% of 11th grade students responded 'Strongly agree' or 'Agree' that they feel connected to the school	partner feedback; 28.6% neutral 2025-26 CA Healthy Kids Survey: 85% of 5th grade students responded 'Yes, most of the time' or 'Yes, all of the time' to the school connectedness scale questions 70% of 7th grade students responded 'Strongly agree' or 'Agree' that they feel connected to the school connectedness scale questions 69% of 9th grade students responded 'Strongly agree' or 'Agree' that they feel connected to the school connectedness scale questions	90% of 5th grade students responded 'Yes, most of the time' or 'Yes, all of the time' to the school connectedness scale questions 70% of 7th grade students responded 'Strongly agree' or 'Agree' that they feel connected to the school connectedness scale questions 70% of 9th grade students responded 'Strongly agree' or 'Agree' that they feel connected to the school connectedness scale questions 70% of 11th grade students responded 'Strongly agree' or 'Agree' that they feel connected to the school	2025-26 CA Healthy Kids Survey: Up 1% (5th grade) Up 6% (7th grade) Up 4% (9th grade) Up 3% (11th grade)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			connectedness scale questions	70% of 11th grade students responded 'Strongly agree' or 'Agree' that they feel connected to the school connectedness scale questions	connectedness scale questions	
2.7	High School/Middle School Drop Out Rate (CALPADS and Q SIS) (State Priority 5C & 5D-Pupil Engagement)	2022-23 No dropouts for both middle school and high school, 0% rate (Q SIS)	2023-24 No dropouts in middle school (Q SIS) 0.26% dropout in high school (Q SIS)	2024-25 No dropouts in middle school (Q SIS) 0.31% dropout in high school (Q SIS)	2025-26 Maintain 0%	Year 2 Difference from Baseline Middle school maintained High school increase 0.31%
2.8	Expulsion (CALPADS and Q SIS) (State Priority 6B-School Climate)	2022-23 No expulsion, 0% rate (Q SIS)	2023-24 No expulsion, 0% rate (Q SIS)	2024-25 No expulsion, 0% rate Q SIS.	2025-26 Maintain 0%	Year 2 Difference from Baseline 2024-25 Maintained
2.9	School Attendance Rate (CALPADS) (State Priority 5A- Pupil Engagement)	2022-23 All students- 95.2% English Learners- 93.5% Low Income- 94.3% Student with Disabilities- 92.7% Black/African American- 95.5%	2023-24 All students- 97.3% English Learners- 94.6% Low Income- 95.6% Student with Disabilities- 94.0%	2024-25 All students- 97.17% English Learners- 95.4% Low Income- 94.6% Student with Disabilities- 93.5%	2025-26 All students- 97% English Learners- 97% Low Income- 97% Student with Disabilities- 97% Black/African American- 97%	Year 2 Difference from Baseline 2024-25 All students- Up 1.97% English Learners- Up 1.9% Low Income- Up 0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic- 94.6% White- 95.0%	Black/African American- 95.8% Hispanic- 94.7% White- 95.4%	Black/African American- 96.4% Hispanic- 95.1% White- 95.3%	Hispanic- 97% White- 97%	Student with Disabilities- Up 0.8% Black/African American- Up 0.9% Hispanic- Up 0.5% White- Up 0.3%

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- Action 2.1 (Positive Behavioral Interventions and Support (PBIS) programs for all school sites) - All three elementary schools received discretionary funding to support PBIS training, materials, and resources aligned with their schoolwide goals. Secondary sites continued to promote safe and inclusive school climates through the Clean Teen program (Oak View High School), behavior assemblies, and weekly check-ins with certain students.
- Actions 2.2 (Reduce chronic absenteeism) and 2.14 (Chronic absenteeism monitoring) - Medea Creek Middle School (MCMS) and Red Oak Elementary School (ROES) continued implementation of their attendance plans, which include parent communication about the importance of regular school attendance. Additionally, the Director of Student Support and School Safety facilitated School Attendance Review Team (SART) meetings for students experiencing attendance challenges. These efforts contributed to improved tracking and support for students at risk of chronic absenteeism.
- Action 2.3 (Engage educational partners) - All site and district committees, including site English Learner Advisory Committees (ELAC), District English Learner Advisory Committee (DELAC), Local Control and Accountability Plan (LCAP) Parent Advisory Committee (PAC), and LCAP Student Advisory Committee (SAC), met during the 2025-26 school year, and were used as avenues to gather educational partner input.
- Action 2.5 (Comprehensive mental health support) - All mental health and student support service positions were filled during the 2025–26 school year. Staff refined data-entry processes and met regularly to review student data to ensure students needing targeted or intensive support services received appropriate interventions.

- Action 2.6 (Student engagement in shared decision making) - Three new or revamped student groups (i.e., Superintendent's Student Leadership Council, OPHS Student LCAP Committee, and MCMS Student LCAP Committee) regularly convened during the 2025–26 school year to strengthen student engagement in shared decision-making.
- Action 2.7 (Continue position of Director of Student Support and School Safety) - The Director of Student Support and School Safety position was filled during the 2025–26 school year, and provided an additional layer of support for school site teams by monitoring student attendance and counseling visits data, and collaborating with site teams on identified student needs.
- 2.8 (Provide a district nurse to support overall student wellness) - The District Nurse position was filled during the 2025–26 school year. This position oversaw district physical wellness initiatives.
- Action 2.9 (Partner with Challenge Success to improve student and staff wellbeing) - Oak Park Unified School District (OPUSD) hosted two Challenge Success facilitate webinars during the 2025–26 school year: Purposeful Parenting in an AI World (November, 23, 2025) and A Healthier Approach to College Admissions (January 14, 2026).
- Action 2.10 (Monitor the number, type, and frequency of counselor and Wellness Center visits) - This action was implemented as planned with an emphasis on improving data consistency and accuracy. A collaborative team of site and district administrators, along with counseling and school psychology staff, met regularly to monitor student data related to counselor and Wellness Center visits and refine data entry procedures to ensure accurate tracking and analysis of student support services.
- Action 2.11 (Provide a variety of clubs, athletic, and enrichment activities for TK–12 students before, during, and after school) - All school sites successfully implemented this action by offering students a wide range of academic clubs, athletic teams, arts opportunities, leadership activities, and recreational programs. New or expanded opportunities in 2025–26 included additional after-school GATE exploration activities for elementary and middle school students, stipends for National Honor Society and California Scholarship Federation advisors at Oak Park High School (OPHS), and discretionary enrichment funds at Oak View High School (OVHS) and Oak Park Independent School (OPIS). Providing students with opportunities to explore interests beyond the core academic program continues to be a district priority.
- Action 2.12 (Access to the Arts) - This action was successfully implemented across all school sites by continuing to provide access to arts instruction through existing music, visual arts, and performing arts programs. During the 2025–26 school year, MCMS added a drama elective for seventh and eighth grade students, and OVHS and OPIS partnered with Art Trek to provide Friday art classes. These investments expanded student access to arts instruction and enhanced program quality across grade levels.
- 2.13 (Hire an additional Assistant Principal at OPHS to support counseling department and social-emotional wellbeing initiatives) - The third OPHS Assistant Principal position was filled during the 2025–26 school year, and provided support to the counseling department with 504 plans, academic guidance counseling, as well as other social-emotional well-being initiatives.

Implementation Challenges:

- Action 2.4 (Increase staff connectedness and engagement to build collective efficacy) - This action faced challenges despite targeted efforts to strengthen staff connectedness and engagement. While feedback was collected through staff surveys and participation in district initiatives such as the Curriculum Council Professional Development (PD) Subcommittee, teacher leadership roles (ex. Elementary Math Coach, Developing Multilingual Learner (DML) Coach, and PD co-facilitators), staff climate survey results showed a decline in reported connectedness. This suggests that the implemented strategies did not sufficiently address staff perceptions of belonging and engagement. District staff conducted staff listening sessions during April/May 2026 to gather additional input. This input will inform adjustments to this action for the 2026–27 school year.

Modified Implementation:

- All Goal 2 actions were implemented as planned during the 2025–26 school year.

Non-implemented Actions:

- All Goal 2 actions were implemented during the 2025–26 school year.

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.

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:

- Action 2.3 (Engage educational partners) - Budgeted: \$1,500; Actual \$104. The difference is due to the use of already existing resources and prioritization of site discretionary budgets to purchase materials and supplies for educational partner engagement activities, such as School Site Council, Principal Chats, and English Learner Advisory Committees.
- Action 2.6 (Student engagement in shared decision making) - Budgeted: \$1,000; Actual \$512. The difference is due to the use of already existing materials and supplies for meetings.
- Action 2.11 (Provide a variety of clubs, athletic, and enrichment activities for TK–12 students before, during, and after school) - Budgeted: \$14,175; Actual: \$10,093. The difference is due to unspent site enrichment funds at Oak View High School, where Proposition 28 funds were used to provide art classes, as well as lower-than-anticipated costs for GATE exploration activities.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2, as demonstrated by both quantitative data and qualitative indicators.

The California School Dashboard performance levels—Blue, Green, Yellow, Orange, and Red—were used as metrics to evaluate the effectiveness of actions. These colors are determined by combining the current year's data (Status) with the year-over-year trend (Change). Blue represents the highest level of performance, followed by Green (on target), Yellow (near target or declining), Orange (below target), and Red, the lowest performance level.

Strong Effectiveness:

- Actions 2.2 (Reduce chronic absenteeism) and 2.14 (Chronic absenteeism monitoring) demonstrated strong effectiveness. Chronic absenteeism rates improved significantly across all major student groups and school sites. Districtwide chronic absenteeism declined from 10.8% to 5.8% (-5%), English Learners improved from 14.6% to 2.7% (-11.9%), Low Income students improved from 13.6% to 9.6% (-4%), and Students with Disabilities improved from 18.6% to 10.9% (-7.7%). Additionally, no student groups or school sites remained in the Red performance level in Year 2. These outcomes indicate that attendance monitoring systems, family outreach, attendance plans, and SART interventions were effective in improving student attendance and reducing chronic absenteeism.
- Actions 2.5 (Comprehensive mental health support), 2.7 (Director of Student Support and School Safety), 2.8 (District nurse), and 2.13 (Additional AP at OPHS) demonstrated strong effectiveness in supporting student wellness and access to services. Counselor

visits increased from 7,658 to 9,155 (+1,497 visits), including increases for English Learners (+86 visits), Low Income students (+379 visits), and Foster Youth (+15 visits). The district also maintained a 0% expulsion rate. Suspension rates improved for several student groups, including English Learners (-1.8%), Low Income students (-0.2%), and African American students (-2.3%), indicating that wraparound supports and student wellness interventions positively impacted school climate outcomes.

- Action 2.11 (Provide a variety of clubs, athletic and enrichment activities) and Action 2.12 (Access to the Arts) demonstrated strong effectiveness by expanding student opportunities for engagement and connection to school. Students across grade spans participated in a wide range of extracurricular, athletic, leadership, and arts opportunities. These actions supported improved school attendance outcomes across all student groups, including All Students (+1.97%), English Learners (+1.9%), Students with Disabilities (+0.8%), and Hispanic students (+0.5%).
- Metric 2.8 (Expulsion Rate) demonstrated strong effectiveness, as the district maintained a 0% expulsion rate from baseline through Year 2.

Emerging Effectiveness:

- Action 2.1 (PBIS programs for all school sites) showed emerging effectiveness. While implementation was modified to focus primarily on elementary PBIS systems and Tier 2 supports, several suspension indicators improved from baseline, including English Learners (-1.8%) and African American students (-2.3%). However, the overall district suspension rate increased slightly from 0.9% to 1.1%, suggesting that additional refinement and expansion of PBIS implementation may still be needed.
- Action 2.3 (Engage educational partners) demonstrated emerging effectiveness. Staff participation in the LCAP Educational Partner Survey increased from 249 staff members to 285 (+36 staff members), and student participation increased from 1,680 to 1,747 students (+67 students). However, the district shifted from measuring parent responses to household participation in Year 2, establishing a new baseline for future comparison.
- Action 2.6 (Student engagement in shared decision making) showed emerging effectiveness. While LCAP Climate Survey connectedness declined, California Healthy Kids Survey connectedness measures improved across grade levels, including +1% for 5th grade students, +6% for 7th grade students, +4% for 9th grade students, and +3% for 11th grade students. These mixed outcomes suggest that expanded leadership and student voice opportunities may be beginning to positively impact some areas of school connectedness, but additional implementation and monitoring are needed.
- Action 2.9 (Partner with Challenge Success) demonstrated emerging effectiveness. Staff surveys and wellness feedback were gathered to better understand student and staff well-being needs and will be used to guide future programming and professional learning.
- Action 2.10 (Monitor counselor and Wellness Center visits) demonstrated emerging effectiveness through the implementation of improved districtwide systems for monitoring counseling and wellness data. Significant increases in counseling visits suggest that students are accessing supports more frequently, but additional years of implementation are needed to determine the long-term impact on student connectedness, wellness, and engagement outcomes.

Did Not Achieve Desired Outcome(s):

- Action 2.4 (Increase staff connectedness and engagement) did not achieve the desired outcomes. Staff connectedness on the LCAP Climate Survey declined from 89% to 72.6% (-16.4%). Additionally, the California Healthy Kids Survey working environment measure declined from 86.6% to 38% (-48.6%). These outcomes indicate that additional work is needed to strengthen staff collaboration, engagement, communication, and workplace culture.

- Metric 2.6 (Student connectedness) did not achieve the desired outcomes on the LCAP Educational Partner Survey. Student connectedness among students in grades 6–11 declined from 78.8% to 58.4% (-20.4%). However, a new “neutral” response category was added to the survey in Year 2 in response to educational partner feedback, and 28.6% of students selected the neutral category. This change in survey structure likely contributed to a significant portion of the decline in “Strongly Agree” and “Agree” responses. Additionally, California Healthy Kids Survey results showed improvement across several grade levels, suggesting that student connectedness outcomes remain mixed and should continue to be monitored over time.
- Metric 2.1 (Suspension Rate) did not fully achieve the desired outcome of maintaining suspension rates below 1% for all students. The All Student suspension rate increased from 0.9% to 1.1% (+0.2%), and Students with Disabilities increased slightly from 1.9% to 2.0% (+0.1%).
- Metric 2.7 (High School Dropout Rate) did not achieve the desired outcome of maintaining a 0% dropout rate. High school dropout rates increased from 0% to 0.31% (+0.31%), indicating that additional targeted interventions may be needed for students at risk of disengagement or course failure.

These outcomes indicate that Goal 2 actions have been particularly successful in improving attendance, reducing chronic absenteeism, maintaining low exclusionary discipline outcomes, and expanding access to student supports and enrichment opportunities. However, additional work is needed to strengthen staff and student connectedness, and improve perceptions of school climate.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description:

- No changes to the current goal focused on nurturing a holistic learning environment for student success.

Metrics Modified:

- Metric 2.3 (Educational partner engagement) description modified to include state priorities 3B and 3C.
- No Goal 2 metrics added.
- No Goal 2 metrics were moved to another goal.

Actions Modified (Modifications of the following actions will be reflected in the Action Description):

- Modified Action 2.1 (PBIS programs for all school sites) to include elementary Tier 1 social-emotional learning (SEL) curriculum pilot.
- Modified Action 2.9 (Partner with Challenge Success to improve student and staff wellbeing) to revisit and reflect on previous Challenge Success work related to homework practices, student workload, and school culture in order to support student and staff well-being. The action title will be updated to “Challenge Success Reflection on Homework Practices”.
- Modified Action 2.12 (Access to the Arts) to include 0.1 FTE for a new sixth grade drama elective at MCMS, and alignment of arts education during non-music trimesters.
- No Goal 2 actions were added.
- No Goal 2 actions were removed.

Expected Outcomes:

- No Goal 2 expected outcomes were modified.
- No Goal 2 expected outcomes were added.
- No Goal 2 expected outcomes were removed.

These modifications align with our effectiveness analysis and implementation experiences from the 2025-26 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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior Interventions and Support (PBIS) Programs for All School Sites	Support Positive Behavioral Interventions and Support (PBIS) implementation across all school sites to promote a safe and inclusive school climate. This includes ongoing development and refinement of our elementary PBIS systems and Oak View High School Clean Teen program. For the 2026-27 school year, elementary sites will pilot a Tier 1 social-emotional curriculum and receive site discretionary funds to support PBIS training, materials, and resources aligned with their schoolwide behavior goals.	\$14,531.00	No
2.2	Reduce Chronic Absenteeism	Implement attendance plans for Medea Creek Middle School and Red Oak Elementary School, which will include parent communication about the importance of regular school attendance. 2023 CA School Dashboard Lowest Performing Area Focus: Site attendance plans will ensure a comprehensive approach to supporting school attendance, including parent education on the importance of regular school attendance, data monitoring for student groups in the lowest performance level, and action steps to document and follow up on absences.	\$0.00	No
2.3	Engage Educational Partners	Engage educational partners utilizing avenues such as the LCAP survey, to gather input, deliver thorough feedback and ensure a closed loop, with a specific focus on addressing the unique needs of unduplicated pupils and	\$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
		students with disabilities. Gather input from educational partners through surveys, LCAP Parent Advisory Committee, LCAP Student advisory Committee, staff meetings, School Site Council, ELAC, DELAC, district committees, and other school functions to ensure that OPUSD's educational program reflects the educational community's input. Continue to update and refine educational partner surveys based on educational partner feedback. Continue to provide a Public Information and Strategic Communications Officer position to assist with the development and refinement of a coordinated process for communications. 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 and present information about the importance of regular school attendance at DELAC meetings to reduce district-wide English Learner chronic absenteeism. For Foster Youth: Appoint senior staff member as liaison to work with students and their families.		
2.4	Increase Staff Connectedness and Engagement to Build Collective Efficacy	Increase the percentage of staff reporting that they feel connected to their school site on the LCAP Climate Survey and increase the working environment measure on the California Healthy Kids Survey. Utilize emerging themes from staff listening sessions and staff input after professional development to strengthen communication, collaboration, and staff support systems. Build teacher and staff capacity through multiple leadership opportunities at the site and district levels.	\$0.00	No
2.5	Comprehensive Mental Health Support	Provide comprehensive mental health and wellness support services to students, with targeted support for English Learners and Low Income students. To align with the district's unduplicated student count of approximately 17%, supplemental funding for academic counselors, Wellness Center counselors, school psychologists, and behaviorists was adjusted from 0.2 FTE to 0.17 FTE beginning in the 2025-26 school year.	\$700,382.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The Dean of Students at MCMS and the Assistant Principal at OPHS will continue to be funded at 0.2 FTE to support student well-being, behavior intervention, and access to mental health services.		
2.6	Student Engagement in Shared Decision Making	Continue elevating student voice and shared decision-making through the Superintendent's Student Leadership Council and LCAP Student Advisory Committees at MCMS and OPHS. School sites will also continue to support student forums, leadership groups, and other opportunities for meaningful student involvement.	\$1,000.00	No
2.7	Continue Position of Director of Student Support and School Safety	Continue .25 FTE position of Director of Student Support and Safety to support English Learners, Low Income, and Foster Youth students. The director will monitor student data, share it with school sites, and collaborate with site administrators and counselors regarding identified student needs. Data monitoring to include counseling visits, attendance, discipline, and overall school connectedness. Provide school speakers and/or information regarding mental health implications of cell phone and social media use. 2023 CA School Dashboard Lowest Performing Area Focus: The Director of Student Support and School Safety position will provide an additional layer of attendance support for EL students by monitoring attendance data and communicating and providing resources and opportunities to families of EL students to increase student engagement and school connectedness.	\$55,268.00	Yes
2.8	Provide a District Nurse to Support Overall Student Wellness	Continue to provide a district nurse to oversee Oak Park Unified School District physical wellness program.	\$126,892.00	No
2.9	Challenge Success Reflection on Homework Practices	Support student and staff well-being through ongoing reflection on homework practices, student workload, and school culture. Implementation includes revisiting prior Challenge Success recommendations, gathering educational partner feedback, and identifying balanced practices that support learning, engagement, and wellness.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Monitor the Number, Type, and Frequency of Counselor and Wellness Center Visits	Regularly monitor counselor and Wellness Center visit data, using consistent data entry practices across middle and high school sites, to identify areas of need, student groups with similar needs, and individual students requiring additional support.	\$0.00	No
2.11	Extracurricular and Enrichment Activities	Provide a variety of clubs, athletic programs, and enrichment activities before, during, and after school to promote student engagement and connectedness across all school sites. This includes academic and athletic teams, arts, leadership, and recreational opportunities. Implementation also includes stipends for the National Honor Society and California Scholarship Federation advisors at Oak Park High School, and site discretionary funds for student enrichment activities.	\$17,475.00	No
2.12	Access to the Arts	Continue providing access to arts instruction across all grade spans through existing music, visual arts, and performing arts programs. Implementation includes continued support for current programs and the addition of 0.1 FTE to offer a new sixth grade drama elective at Medea Creek Middle School (MCMS), expanding opportunities for student expression and engagement in the arts.	\$230,660.00	No
2.13	Additional OPHS Assistant Principal Position	Continue additional OPHS Assistant Principal position to oversee the OPHS counseling department and provide support with 504 plans, academic guidance counseling (A-G), as well as other social-emotional well-being initiatives.	\$73,803.00	No
2.14	Chronic Absenteeism Monitoring	Monitor students in danger of being chronically absent and provide families with resources to support positive school attendance.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Developing Global Citizens Prepared for Sustainable Futures: Equip students with the knowledge, skills, and dispositions to become globally aware, environmentally conscious citizens capable of adapting to changing landscapes, while ensuring college and career readiness.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

OPUSD has developed Goal 3 to specifically align to its mission "Educating Compassionate and Creative Global Citizens." This goal combines many actions previously included in Goal 1. These actions support college and career readiness as well as overall civic engagement to ensure students graduating from OPUSD are truly "Compassionate and Creative Global Citizens." Metrics related to college and career readiness (dual enrollment participation, the number of students recognized for the Seal of Biliteracy, the percent of students A-G, the STEM related CAASPP scores, the number of CTE pathway completers, evaluation of instruction materials aligned to state standards and the College and Career Indicator on the CA Dashboard) will be used to monitor progress towards Goal 3 as well as metrics related to sustainable futures including (number of students receiving the State Seal of Civic Engagement, number of students receiving the district's Green Cord at graduation for work in the area of sustainability, child nutrition program participation for our farm to school initiatives, and FIT ratings to ensure facilities are well-maintained and safe). Actions to support college and career counseling for counselors, the development of a new Ethnic Studies course, continued participation in the Green Schools National Network and nature-based field trips will also be integral to helping OPUSD meet Goal 3. Student data will be disaggregated whenever possible, to assist with monitoring program participation (Seal of Biliteracy, Seal of Civic Engagement, Green Cord, STEM, and CTE) of historically underrepresented student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase Dual Enrollment participation (Q SIS) (State Priority 7- Course Access)	Fall '23: 0 students enrolled Spring '24: 0 students enrolled	Fall '24: 0 students enrolled Spring '25: 0 students enrolled	Fall '25: 20 students enrolled Spring '26: 20 students enrolled	Fall '26: 70 students enrolled Spring '27: 70 students enrolled	Year 2 Difference from Baseline Fall '25: +20 students Spring '26: +20 students
3.2	Increase the number of students recognized outside of academic recognition programs (Seal of Civic Engagement, Seal of Biliteracy, and Green Cord). (Q SIS) (State Priority 8- Pupil Outcomes)	2023-24 Seal of Civic Engagement: 11 English Learner- 0 Low Income- 2 Foster Youth- 0 Students w/Disabilities- 3	2024-25 Seal of Civic Engagement: 16 English Learner- 0 Low Income- 3 Foster Youth- 0 Students w/Disabilities- 0	2025-26 Seal of Civic Engagement: 17 English Learner- 0 (1 RFEP) Low Income- 3 Foster Youth- 0 Students w/Disabilities- 0	2025-26 Seal of Civic Engagement: All Students- 50 English Learner- 3 Low Income- 7 Foster Youth- 1 Students w/Disabilities- 6	Year 2 Difference from Baseline 2025-26 Seal of Civic Engagement: Up 6 students English Learner- Maintained Low Income- Up 5 students Foster Youth- Maintained Students w/Disabilities- Down 3 students
		2023-24 Seal of Biliteracy: 57 English Learner- 0 Low Income- 7 Foster Youth- 0 Students w/Disabilities- 1	2024-25 Seal of Biliteracy: 72 English Learner- 1 Low Income- 8 Foster Youth- 0 Students w/Disabilities- 0	2024-25 Seal of Biliteracy: 58 English Learner- 0 (13 RFEP) Low Income- 10 Foster Youth- 0 Students w/Disabilities- 0	2025-26 Seal of Biliteracy: All Students- 75 English Learner- 4 Low Income- 11 Foster Youth- 1	2025-26 Seal of Biliteracy: Up 1 student English Learner- Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-24 Green Cord: 30 English Learner- 0 Low Income- 3 Foster Youth- 0 Students w/Disabilities- 1	2024-25 Green Cord: 11 English Learner- 0 Low Income- 0 Foster Youth- 0 Students w/Disabilities- 0	2024-25 Green Cord: 19 English Learner- 0 (5 RFEP) Low Income- 6 Foster Youth- 0 Students w/Disabilities- 0	Students w/Disabilities- 8 2025-26 Green Cord: All Students- 50 English Learner- 3 Low Income- 7 Foster Youth- 1 Students w/Disabilities- 6	Low Income- Up 3 students Foster Youth- Maintained Students w/Disabilities- Down 1 student 2025-26 Green Cord: Down 11 students English Learner- Maintained Low Income- Up 3 students Foster Youth- Maintained Students w/Disabilities- Down 1 student
3.3	Increase the percentage of students meeting A-G requirements at OPHS (Q SIS) (State Priority 4B- Pupil Achievement)	2022-23 Students meeting A-G: 77.4%	2023-24 Students meeting A-G: 82%	2024-25 Students meeting A-G: 86.6%	2025-26 Students meeting A-G: 82%	Year 2 Difference from Baseline 2024-25 Students meeting A-G: Up 9.2%
3.4	Meals served-local child nutrition services data	Meals served in 2023-24 (as of May 1): 484,554 meals	Meals served in 2024-25 (as of May 1):	Meals served in 2025-26 (as of May 1):	Meals in 2026-27 (as of May 1): 485,000 meals	Year 2 Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 6- School Climate)		490,296 meals	507,961 meals		Meals served in 2025-26 (as of May 1): Up 23,407 meals
3.5	Increased focus/student performance in STEM (State Priority 4A & 4H- Pupil Achievement)	2022-23 CAASPP Math All Students- 73.66% At or Above Standard English Learners- 51.79% LTELs * Low Income- 63.07% Foster Youth * Students with Disabilities- 28.76% Grade 11- 70.11% 2022-23 CAST Science All Students- 72.58% At or Above Standard English Learner- 31.58% LTELs *	2023-24 CAASPP Math All Students- 73.0% At or Above Standard English Learners- 58.62% LTELs * Low Income- 60.45% Foster Youth * Students with Disabilities- 26.83% Grade 11- 69.37% 2023-24 CAST Science All Students- 73.16% At or Above Standard	2024-25 CAASPP Math All Students- 72.28% At or Above Standard English Learners- 56.58% LTELs * Low Income- 56.8% Foster Youth * Students with Disabilities- 29.37% Grade 11- 71.65% 2024-25 CAST Science All Students- 69.42% At or Above Standard	2025-26 CAASPP Math All Students- 80% At or Above Standard English Learners- 57% LTELs- 62% Low Income- 68% Foster Youth- 80% Students with Disabilities- 50% Grade 11- 80% 2025-26 CAST Science All Students- 80% English Learners- 50% LTELs- 55%	Year 2 Difference from Baseline 2024-25 CAASPP Math: All Students- Down 1.38% English Learners- Up 4.79% LTELs * Low Income- Down 6.27% Foster Youth * Students with Disabilities- Up 0.61% Grade 11- Up 1.54% 2024-25 CAST Science: All Students- Down 3.16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income- 58.5% Foster Youth * Students with Disabilities- 23.53% Grade 11- 84.08% *No data available for student group due to small sample size.	English Learner- 21.43% LTELs * Low Income- 59.21% Foster Youth * Students with Disabilities- 37.7% Grade 11- 80.92% *No data available for student group due to small sample size.	English Learner- 30.43% LTELs * Low Income- 53.29% Foster Youth * Students with Disabilities- 18.03% Grade 11- 74.65% *No data available for student group due to small sample size.	Low Income- 50% Foster Youth- 80% Students with Disabilities- 50% Grade 11- 85% *No data available for student group due to small sample size.	English Learner- Down 1.15% LTELs * Low Income- Down 5.21% Foster Youth * Students with Disabilities- Down 5.5% Grade 11- Down 9.43% *No data available for student group due to small sample size.
3.6	Number of CTE completers- Q SIS (State Priority 4C- Pupil Achievement)	2022-23 Total CTE completers- 34 English Learners- 0 Hispanic- 3 African American- 2	2023-24 Total CTE completers- 54 English Learners- 0 Hispanic- 7 African American- 1	2024-25 Total CTE completers- 135 English Learners- 0 Hispanic- 9 African American- 0	2025-26 Total CTE completers- 60 English Learners- 5 Hispanic- 10 African American- 5	Year 2 Difference from Baseline Total CTE completers- Up 101 students English Learners- Maintained Hispanic- Up 6 students African American- Down 2 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Maintain the increased level of daily cleaning and routine and deferred maintenance at 98% or better as evidenced by annual Facility Inspection Tool (FIT) Score/Ranking Source-Annual FIT report (State Priority 1C- Facilities in Good Repair)	2023-24 Overall FIT- 98% Instances where facilities do not meet the "Good Repair" standard: 158	2024-25 Overall FIT- 95.34% Instances where facilities do not meet the "Good Repair" standard: 122	2025-26 Overall FIT- 98.49% Instances where facilities do not meet the "Good Repair" standard: 104	2026-27 Overall FIT- 98% Instances where facilities do not meet the "Good Repair" standard: 100	Year 2 Difference from Baseline Overall FIT- Up 0.49% Instances where facilities do not meet the "Good Repair" standard: Down 54 instances
3.8	Student access to standards-aligned instructional materials. (State Priority 1B- Basic Services)	2022-23 Local Dashboard Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	2023-24 Local Dashboard Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	2024-25 CA Dashboard Local Indicators Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	2025-26 Local Dashboard Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	Year 2 Difference from Baseline 2024-25 Local Dashboard Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: Maintained
3.9	College and Career Indicator on the CA Dashboard (State Priority 4- Pupil Achievement)	Fall 2023 CA Dashboard % of Students Prepared: All Students- 69.3%	Fall 2024 CA Dashboard % of Students Prepared:	Fall 2025 CA Dashboard % of Students Prepared:	Fall 2026 CA Dashboard % of Students Prepared: All Students- 75%	Year 2 Difference from Baseline Fall 2025 CA Dashboard % of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners * Low Income- 60.2% Foster Youth * Students with Disabilities * Asian- 89.7% Black/African American * Hispanic- 62.3% White- 65.3% *No data available for student group due to small sample size.	All Students- 75.3% English Learners * Low Income- 70% Foster Youth * Students with Disabilities * Asian- 93.5% Black/African American * Hispanic- 63.6% White- 72.7% *No data available for student group due to small sample size.	All Students- 77.6% English Learners * Low Income- 76.7% Foster Youth * Students with Disabilities * Asian- 92.1% Black/African American * Hispanic- 64.3% White- 74.6% *No data available for student group due to small sample size.	English Learners * Low Income- 65% Foster Youth * Students with Disabilities * Asian- 95% Black/African American * Hispanic- 65% White- 70% *No data available for student group due to small sample size.	Students Prepared: All Students- Up 8.3% English Learners * Low Income- Up 16.5% Foster Youth * Students with Disabilities * Asian- Up 2.4% Black/African American * Hispanic- Up 2% White- Up 9.3%
3.10	ELPAC Assessment Data from ETS (State Priority 4E- Pupil Achievement)	2022-23 ELPAC- 47.89% Proficient	2023-24 ELPAC- 37.5% Proficient	2024-25 ELPAC- 54.7% Proficient	2025-26 ELPAC- 53% Proficient	Year 2 Difference from Baseline 2024-25 ELPAC- Up 6.81%
3.11	Percentage of students successfully completing A-G AND at least one CTE pathway (State Priority 4D- Pupil Achievement)	2022-23 DataQuest % of students successfully completing A-G AND at least one CTE pathway- 7.7%	2023-24 DataQuest % of students successfully completing A-G AND at least one	2024-25 DataQuest % of students successfully completing A-G AND at least one	2025-26 DataQuest % of students successfully completing A-G AND at least one	Year 2 Difference from Baseline 2024-25- Up 7.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CTE pathway-8.5%	CTE pathway-15%	CTE pathway-17%	

Goal Analysis [2025-26]

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

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

The district made meaningful progress on Goal 3 actions, with several fully implemented and others adapted in response to emerging needs or logistical constraints.

Successful Implementation:

- Action 3.1 (Expand dual Enrollment, honors and AP opportunities) - During the 2025–26 school year, OPUSD partnered with CSU Channel Islands to offer two dual enrollment higher math courses, and expanded Advanced Placement (AP) offerings to include AP Networking.
- Action 3.2 (State Seals: Civic Engagement, Biliteracy) - To expand opportunities for students to demonstrate language proficiency, OPUSD updated Administrative Regulation 5126: Awards for Achievement to include proficiency exams as a qualifying measure. Staff also increased awareness of the programs through classroom presentations, recorded informational sessions, and in-person outreach events like Future Eagle Night.
- Action 3.5 (Continue to work on campus cleanliness and overall physical safety issues) - During the 2025–26 school year, the Maintenance and Operations team conducted a districtwide capital and facilities needs assessment. The resulting 2026–27 Districtwide Facilities Plan prioritizes future repairs, improvements, renovations, and annual preventative maintenance projects within the adopted budget.
- Action 3.6 (Nature-Based Field Trips) - All 5th-grade students visited Santa Cruz Island, 6th graders attended Pali Institute, local trail hikes and field trips related to the environment and sustainability occurred across grade levels.
- Action 3.7 (Waste Audit) - Waste audits were conducted twice at all comprehensive school sites in partnership with Ventura County Public Works and quarterly by site custodial teams. OPUSD also partnered with Athens Waste Management to provide recycling training for staff during site meetings, and Oak View High School (OVHS) students visited an Athens facility to learn more about the waste processing and recycling system.
- Action 3.8 (Green Cord) - A team of site and district staff met to refine the Green Cord requirements. The new requirements will go into effect in the 2026–27 school year, and include English 4 CP and a civic action project related to a sustainability issue.
- Action 3.10 (Professional development in College, Career Readiness, and Civic Engagement) - Counselors attended California State University (CSU), University of California (UC), and National Association for College Admission Counseling (NACAC) conferences focused on college admissions and postsecondary planning. NACAC membership was renewed. In addition, select teachers and the Administrator of Curriculum and Instruction participated in trainings and professional networks related to civic engagement to stay current on best practices and expand opportunities for students to earn the State Seal of Civic Engagement.

- Action 3.11 (CTE Pathways) - This action was successfully implemented. Career Technical Education (CTE) pathways at Oak Park High School (OPHS) and Oak View High School (OVHS) continued to evolve in response to student interest and enrollment trends. To expand career-focused learning opportunities, OPHS will add an AP Cybersecurity course to its offerings in 2026–27.
- Action 3.12 (TK–12 STEM program enhancement) - The district successfully implemented its focus on STEM learning across grade spans during the 2025–26 school year. Innovation Lab Specialist positions were filled at all three elementary schools, and sites received funding for Innovation Lab materials and supplies. In addition, stipends were provided for Skoolcade advisors to support student participation in STEM-related activities and competitions.
- Action 3.13 (CTE Program Support) - This action was successfully implemented by redistributing CTE responsibilities among existing staff to maintain alignment with program goals and ensure continued compliance with state requirements.
- Action 3.14 (Standards Aligned Instructional Materials) - During the 2025–26 school year, OPUSD staff successfully piloted and adopted materials in multiple content areas, including elementary English Language Arts (ELA), secondary social studies, and AP science course. A team of secondary math teachers selected materials to pilot in the 2026–27 school year.
- Action 3.15 (Educational Technology Skills) - During the 2025–26 school year, OPUSD implemented several initiatives to strengthen student and staff proficiency in educational technology. The district updated its Educational Technology Plan, provided staff access to the education-focused AI platform MagicSchool AI, and offered training on using AI to support instruction and differentiate learning. Typing Agent was also implemented in the upper elementary grades to build foundational keyboarding skills. In addition, OPUSD partnered with Cybernut to promote digital literacy and online safety for students.

Implementation Challenges:

- Action 3.4 (Child Nutrition program integration) - Challenges with the Farm-to-School grant process interrupted formal school garden programming during the 2025–26 school year. However, partnerships with the Oak Park Community Garden and site teams helped maintain the gardens at Medea Creek Middle School (MCMS) and OVHS. The OPUSD Child Nutrition team also collaborated with schools to implement share tables to reduce food waste, host seasonal fruit and vegetable tastings for students, and include monthly information about in-season produce in school menus.
- Action 3.17 (Career exploration for middle and high school students) - While OPHS and MCMS provided opportunities for career awareness and exploration (ex. lunchtime career fair and career talks), a districtwide career exposition did not take place. Additionally, it took staff longer than expected to work with California College Guidance Initiative (CCGI) to align and ensure data quality before going live. The rollout of CCGI to students and families will occur during the 2026–27 school year.

Modified Implementation:

- Action 3.9 (Green Schools Network) - Membership and virtual participation continued, but no in-person conference attendance occurred.

Non-implemented Actions:

- Action 3.3 (Ethnic Studies) - Implementation of the Ethnic Studies course was paused after the graduation requirement was not funded in the 2025–26 Governor's Budget, resulting in the requirement becoming an unfunded mandate. The OPUSD Board of Education determined that implementation would be placed on hold pending additional state funding or guidance.
- Action 3.16 (Closing the Digital Divide) - Existing devices and technology resources were sufficient to support English Learner (EL) needs related to translation services and standardized testing during the 2025–26 school year. As a result, no additional purchases were necessary.

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.

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:

- Action 3.1 (Expand dual enrollment, honors, and AP opportunities) - Budgeted: \$6,000; Actual: \$5,195. The difference is due to lower-than-anticipated costs for contracted services related to expanding dual enrollment opportunities.
- Action 3.3 (Ethnic Studies) - Budgeted: \$7,397; Actual: \$0. The difference is due to the pause in implementation of the Ethnic Studies graduation requirement during the 2025–26 school year.
- Action 3.7 (Waste Audit) - Budgeted: \$8,181; Actual: \$3,665. The difference is due to lower-than-anticipated costs for the Oak View High School trip to an Athens Waste Management facility, as Athens did not charge the district for the visit.
- Action 3.10 (College/Career PD) - Budgeted: \$8,530; Actual \$5,735. The difference is due to counselors participating in professional development sessions virtually rather than traveling for in-person events.
- Action 3.14 (Standards-Aligned Instructional Materials) - Budgeted: \$315,000; Actual: \$229,821. The difference is due to the district prioritizing the use of Arts Instructional Materials Discretionary Block Grant (AMIMDBG) funds before they expired in June 2026. As a result, instructional materials originally planned to be purchased with Lottery funds were instead funded through AMIMDBG. The remaining Lottery funds will carry forward to help offset the cost of the new elementary English Language Arts adoption in the 2026–27 school year.
- Action 3.15 (Educational Technology Skills) - Budgeted: \$62,116; Actual: \$49,204. The difference is due to unfilled TechLITE positions during portions of the school year because of maternity leaves and limited staff interest in the available positions.
- Action 3.16 (Digital Divide) - Budgeted: \$2,000; Actual \$0. The difference is due to a reduced need for additional devices and headphones to support English Learners' translation and English acquisition needs. The district had sufficient existing devices to ensure all students had access to grade-level instruction.
- Action 3.17 (Career exploration for middle and high school students) - Budgeted: \$8,591; Actual \$0. The difference is due to the district prioritizing the use of carry over Title I funds to renew Naviance and the postponement of a districtwide career exposition to the 2026–27 school year.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative data and qualitative indicators.

The California School Dashboard performance levels—Blue, Green, Yellow, Orange, and Red—were used as metrics to evaluate the effectiveness of actions. These colors are determined by combining the current year's data (Status) with the year-over-year trend (Change). Blue represents the highest level of performance, followed by Green (on target), Yellow (near target or declining), Orange (below target), and Red, the lowest performance level.

Strong Effectiveness:

- Action 3.1 (Expand dual enrollment, honors and AP opportunities) demonstrated strong effectiveness. During the 2025–26 school year, OPUSD partnered with CSU Channel Islands to offer two dual enrollment higher math courses and expanded AP offerings to include AP Networking. As a result, dual enrollment participation increased from 0 students at baseline to 20 students enrolled in both Fall 2025 and Spring 2026 (+20 students each semester).
- Action 3.2 (State Seals: Civic Engagement, Biliteracy) demonstrated strong effectiveness. OPUSD updated Administrative Regulation 5126 to include proficiency exams as a qualifying measure and expanded outreach through classroom presentations, counselor visits, and informational events. As a result, participation in the Seal of Civic Engagement increased from 11 to 17 students (+6 students), and Seal of Biliteracy participation increased from 57 to 58 students (+1 student). Low Income student participation also increased, with Seal of Civic Engagement participation increasing from 2 to 7 students (+5 students) and Seal of Biliteracy participation increasing from 7 to 10 students (+3 students).
- Action 3.5 (Campus Cleanliness & Safety) demonstrated strong effectiveness. The Maintenance and Operations team completed a districtwide capital and facilities needs assessment and developed the 2026–27 Districtwide Facilities Plan to prioritize future repairs and renovations. Additionally, a focus on annual preventative maintenance contributed to an increase in the Overall FIT score from 98% to 98.49% (+0.49%) and a reduction in facilities not meeting the “Good Repair” standard from 158 to 104 (-54 instances).
- Action 3.6 (Nature-Based Field Trips) demonstrated strong effectiveness. All 5th-grade students visited Santa Cruz Island, 6th graders attended Pali Institute, and environmental field trips and local trail hikes occurred across grade levels. These experiences expanded opportunities for environmental and sustainability education.
- Action 3.10 (Professional Development in College, Career Readiness, and Civic Engagement), Action 3.11 (CTE Pathways), and Action 3.13 (CTE Program Support) demonstrated strong effectiveness in improving college and career readiness outcomes. Counselors attended CSU, UC, and NACAC conferences, while staff participated in civic engagement training and professional networks. Career Technical Education pathways continued to expand, including the addition of AP Cybersecurity for 2026–27. These efforts contributed to an increase in students meeting A–G requirements from 77.4% to 86.6% (+9.2%), an increase in total CTE completers from 34 to 135 students (+101 students), and an increase in the College and Career Indicator from 69.3% to 77.6% (+8.3%) for All Students and from 60.2% to 76.7% (+16.5%) for Low Income students.
- Action 3.4 (Child Nutrition Program Integration) demonstrated strong effectiveness despite implementation challenges related to the Farm-to-School grant process. Partnerships with the Oak Park Community Garden and site teams helped maintain school gardens, while the Child Nutrition team implemented share tables, produce tastings, and nutrition education. Meals served increased from 484,554 to 507,961 meals (+23,407 meals).
- Action 3.8 (Student access to standards-aligned instructional materials) demonstrated strong effectiveness. The percentage of students without access to standards-aligned instructional materials remained at 0%, maintaining full access districtwide.
- Action 3.10 (ELPAC Assessment Data from ETS) demonstrated strong effectiveness. ELPAC proficiency increased from 47.89% proficient at baseline to 54.7% proficient in Year 2 (+6.81%), indicating improved English language acquisition outcomes.

Emerging Effectiveness:

- Action 3.7 (Waste Audit) demonstrated emerging effectiveness. Waste audits were conducted twice at all comprehensive school sites in partnership with Ventura County Public Works and quarterly by site custodial teams. OPUSD also partnered with Athens Waste Management to provide recycling training for staff and hosted a facility visit for Oak View High School students. While implementation expanded significantly compared to the prior year, long-term impact on sustainability outcomes and student participation is still developing.

- Action 3.12 (TK–12 STEM Program Enhancement), Action 3.15 (Educational Technology Skills), and Action 3.16 (Closing the Digital Divide) demonstrated emerging effectiveness. Innovation Lab Specialists were funded at all three elementary schools, STEM enrichment activities and Skoolcade participation expanded, and the district implemented MagicSchool AI, Typing Agent, and Cybernut digital literacy supports. Existing devices and technology resources were sufficient to support EL translation and testing needs. These efforts contributed to gains for English Learners in CAASPP Math, increasing from 51.79% to 56.58% (+4.79%), and slight gains for Students with Disabilities from 28.76% to 29.37% (+0.61%). However, districtwide math and science outcomes remained mixed.
- Action 3.14 (Standards Aligned Instructional Materials) demonstrated emerging effectiveness. OPUSD piloted and adopted instructional materials in elementary ELA, secondary social studies, and AP science, while secondary math materials were selected for pilot implementation in 2026–27. Additional years of implementation will be needed to determine the long-term impact on student achievement outcomes.
- Action 3.17 (Career Exploration for middle and high school students) demonstrated emerging effectiveness. While OPHS and MCMS provided career talks, career awareness activities, and exploration opportunities, a districtwide career exposition did not occur and implementation of California College Guidance Initiative (CCGI) tools was delayed due to data alignment and quality assurance work.

Did Not Achieve Desired Outcome(s):

- Action 3.3 (Ethnic Studies) did not achieve the desired outcome during the 2025–26 school year. Although course development work had previously occurred, implementation was paused after the Ethnic Studies graduation requirement became an unfunded mandate in the Governor’s Budget. The OPUSD Board of Education determined implementation would remain on hold pending additional state guidance or funding.
- Action 3.8 (Green Cord) did not fully achieve the desired outcomes. Although staff refined the Green Cord requirements for future implementation, participation declined from 30 students at baseline to 19 students in Year 2 (-11 students). Participation for Students with Disabilities also declined from 1 student to 0 students (-1 student).
- Action 3.9 (Green Schools National Network) did not fully achieve the desired outcome. Membership and virtual participation continued, but no in-person conference attendance occurred due to logistical constraints, limiting opportunities for expanded staff and student engagement.
- Metric 3.5 (STEM student performance) did not fully achieve desired outcomes across all student groups. In CAASPP Math, All Student performance declined from 73.66% to 72.28% (-1.38%), and Low Income student performance declined from 63.07% to 56.8% (-6.27%). In CAST Science, All Student performance declined from 72.58% to 69.42% (-3.16%), Low Income students declined from 58.5% to 53.29% (-5.21%), and Students with Disabilities declined from 23.53% to 18.03% (-5.5%). These outcomes indicate that while STEM and educational technology supports are benefiting some student groups, additional refinement and instructional support are needed to improve overall STEM achievement outcomes.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description:

- No changes to the current goal focused on developing global citizens prepared for sustainable futures.

Metrics Modified:

- Modified Metric 3.5 (Focus on student performance in STEM) to include a callout for Grade 11 to address State Priority 4H- Participation and demonstration of college preparedness.
- Modified Metric 3.7 (Facilities in Good Repair) description to correct a typo. Metric addresses State Priority 1C- Facilities in Good Repair, not State Priority 6C- School Climate.
- Added Metric 3.11 (Percentage of students meeting A-G AND completing at least one CTE pathway) to ensure State Priority 4D is addressed in the LCAP.
- No Goal 3 metrics were moved to another goal.

Actions Modified: (Modifications of the following actions will be reflected in the Action Description):

- Modified Action 3.1 (Expand dual enrollment, honors and AP opportunities) to continue to offer advanced math courses through CSU Channel Islands (dual enrollment), add Civil Engineering Honors and AP Cybersecurity to the OPHS master schedule. Additionally, high school staff will research the possibility of opening certain Honors and AP courses to 9th and 10th grade students.
- Modified Action 3.5 (Campus Cleanliness & Safety) to continue efforts to improve campus cleanliness and physical safety through implementation of the 2026–27 Districtwide Facilities and Capital Improvement Plan and ongoing annual preventative maintenance.
- Modified Action 3.9 (Green Schools National Network) to continue to build staff and student capacity in sustainability practices by applying strategies and resources gained through the Green Schools National Network to support campus recycling education and training.
- Modified Action 3.14 (Standards-aligned instructional materials) to reflect planned instructional materials pilots and implementations for the 2026-27 school year, specifically secondary math and personal finance pilots, and implementation and training of updated English Language Arts (ELA) curriculum.
- Modified Action 3.16 (Closing the Digital Divide) in response to educational partner feedback to include access to MagicSchool for translation support for our English Learners (ELs).
- Modified Action 3.17 (Career Exploration) to provide a College and Career Counselor (0.17 FTE) to expand career awareness and exploration opportunities for middle and high school students in response to educational partner feedback. Responsibilities include organizing a combined Oak Park High School and Medea Creek Middle School career exposition and supporting unduplicated students with the rollout of the California College Guidance Initiative (CCGI), Naviance college application tools, and Free Application for Federal Student Aid (FAFSA) completion. (The College & Career Counselor position was moved from Action 2.5 (Comprehensive Mental Health Support) to better align with the responsibilities of the role.) In addition to the contributing supplemental personnel expenditures, Medea Creek Middle School will continue hosting lunchtime Career Talks, and Oak View High School will continue offering Careers and Jobs courses. Additionally, \$1,500 from the LCFF Base Grant (non-contributing funds) has been allocated to purchase materials and supplies for the career exposition.
- No Goal 3 actions were added.
- No Goal 3 actions were removed.

Expected Outcomes:

The expected outcomes for Metric 3.9 (College and Career Indicator on the CA Dashboard) were adjusted to differentiate them from the baseline data, providing OPUSD with clear targets for improvement.

- No Goal 3 expected outcomes were modified.
- No Goal 3 expected outcomes were added.
- No Goal 3 expected outcomes were removed.

These modifications align with our effectiveness analysis and implementation experiences from the 2025-26 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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Expand Dual Enrollment, Honors and AP Opportunities	Continue to offer advanced math courses through CSU Channel Islands (dual enrollment), add Civil Engineering Honors and AP Cybersecurity to the OPHS master schedule. Research the possibility of opening certain Honors and AP courses to 9th and 10th grade students.	\$9,240.00	No
3.2	State Seals (Civic Engagement, Biliteracy)	Explore ways to increase the number of students earning the State Seal of Civic Engagement and the State Seal of Biliteracy, with a focus on English Learners, Low Income, Foster Youth, and Students with Disabilities. Continue and promote the Eagle Community Service Program at OPHS.	\$0.00	No
3.3	Ethnic Studies	Implementation paused as the state mandate is currently unfunded.	\$0.00	No
3.4	Child Nutrition Program Integration with Instructional Program	Continue to provide nutrition education as part of the instructional program through Farm to School initiatives, school gardens, community partnerships, and share tables.	\$0.00	No
3.5	Campus Cleanliness and Safety	Continue efforts to improve campus cleanliness and physical safety through implementation of the 2026–27 Districtwide Facilities and Capital Improvement Plan and ongoing annual preventative maintenance.	\$2,493,730.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Nature-Based Field Trips	Provide field trips and experiences related to the environment and sustainability.	\$35,770.00	No
3.7	Waste Audit	Continue to provide recycling education and training for staff and students to strengthen campus recycling efforts. Conduct regular waste audits with community partners and site custodial teams, and provide Athens field trip opportunities for Oak View High School students.	\$2,333.00	No
3.8	Green Cord	Implement updated Green Cord requirements.	\$0.00	No
3.9	Green Schools National Network	Continue to build staff and student capacity in sustainability practices by applying strategies and resources gained through the Green Schools National Network to support campus recycling education and training.	\$0.00	No
3.10	Professional Development in College and Career Readiness and Civic Engagement	Provide professional development to staff in college and career readiness and civic engagement.	\$6,530.00	No
3.11	CTE Pathways	Continue to refine Career Technical Education (CTE) pathways and provide professional development and support.	\$796,179.00	No
3.12	TK-12 STEM Program Enhancement	Support STEM learning across grade spans by funding Innovation Lab specialists, STEM materials, and enrichment opportunities. Implementation includes continued support for Skoolcade participation through coach stipends and a focus on hands-on, inquiry-based STEM instruction.	\$193,718.00	No

Action #	Title	Description	Total Funds	Contributing
3.13	Career Technical Education (CTE) Program Support	Provide support for Career Technical Education (CTE) programs through pathway refinement, curriculum planning, monitoring, and professional development to maintain alignment with program goals and state requirements.	\$73,803.00	No
3.14	Standards Aligned Instructional Materials	Use state-approved toolkits to pilot and adopt new standards-aligned instructional materials, including secondary math and personal finance. Provide training and implementation support for the new elementary English Language Arts (ELA) adoption.	\$362,664.00	No
3.15	Educational Technology Skills	Strengthen student and staff proficiency in educational technology through targeted tools and training. Implementation includes continued support for the district's educational technology plan, use of MagicSchool AI for instructional support, stipends for Tech LITE teacher leaders, and integration of Typing Agent to build foundational keyboarding skills.	\$38,926.00	No
3.16	Closing the Digital Divide	In response to educational partner feedback, provide access to MagicSchool translation tools to support English Learners (ELs). Continue to provide hotspots, iPads, and translation and language acquisition apps as needed, and expand digital citizenship and educational technology skills instruction in ELD classes to help reduce the digital divide.	\$2,000.00	Yes
3.17	Career Exploration for Middle and High School Students	Provide a College and Career Counselor (0.17 FTE) to expand career awareness and exploration opportunities for middle and high school students in response to educational partner feedback. Responsibilities include organizing a combined Oak Park High School and Medea Creek Middle School career exposition and supporting unduplicated students with the rollout of the California College Guidance Initiative (CCGI), Naviance college application tools, and Free Application for Federal Student Aid (FAFSA) completion. (The College & Career Counselor position was moved from Action 2.5 (Comprehensive Mental Health Support) to better align with the responsibilities of the role.)	\$26,579.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In addition to the contributing supplemental personnel expenditures, Medea Creek Middle School will continue hosting lunchtime Career Talks, and Oak View High School will continue offering Careers and Jobs courses. Additionally, \$1,500 from the LCFF Base Grant (non-contributing funds) has been allocated to purchase materials and supplies for the career exposition.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,619,364	\$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
3.130%	0.000%	\$0.00	3.130%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	Action: Multi-Tiered Systems of Support (MTSS) Need: CAASPP data shows that English Learners and Low Income students are performing below the All Student Group in ELA and Math. Scope: Limited to Unduplicated Student Group(s)	The MTSS program supports English Learners, Low Income and Foster Youth students by ensuring that they have the skills necessary to access grade level curriculum in ELA and Math. The literacy and numeracy skills gained through this program can also be applied to other curricular areas.	ELA, Math CAASPP and CAST Science Data (1.4) ELA and Math Fastbridge Data (1.10)
1.2	Action: Tutoring for 6-12 Students Need: CAASPP and D/F data shows that English Learners and Low Income students are performing below the All Student Group in ELA and Math. Scope: Limited to Unduplicated Student Group(s)	Struggling EL, FY, or LI students identified by IXL diagnostic, D/F data, their teacher, or through self-referral are personally invited to participate in lunchtime and after-school interventions. This additional support will help bring struggling students into grade-level standards.	ELA and Math CAASPP Data (1.4) D/F Data (1.6)
1.3	Action: Homework Support 6-12 Need: English Learners and Low Income students are earning more D/F grades than the All Student group.	Providing additional homework/classwork support for English Learners and Low Income students will provide opportunities for re-teaching and create opportunities for English Learners and Low Income students to ask for additional clarification on assignments when needed.	D/F Data (1.6)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.4	Action: Categorical Programs Support Need: English Learners, Low Income and Foster Youth student groups are not performing at the same level as the All Student group on many metrics including Chronic Absenteeism, CAASPP ELA and Math, CAST Science, and D/F data. Scope: Limited to Unduplicated Student Group(s)	The Administrator of Curriculum and Instruction will provide professional development (PD) for TK–12 teachers on integrated and designated ELD, the California English Learner Roadmap, the use of Ellevation, and instructional strategies aligned with Universal Design for Learning (UDL) to support English Learners and other struggling students. The Administrator will also facilitate parent outreach and training, assist teachers with the development of individualized English Learner plans, and monitor the academic progress of Reclassified Fluent English Proficient (RFEP), English Learner (EL), Long-Term English Learner (LTEL), and Low Income students. As needed, the Administrator may provide direct support to individual students.	English Learner Progress on the CA Dashboard (1.2) LTEL CAASPP Data (1.4) ELPAC Assessment Data (1.7) Reclassification Rate (1.8)
1.5	Action: English Language Development (ELD) Monitoring and Instructional Planning Software Need: English Learners are scoring below the All Student group on the CAASPP ELA and Math assessments as well as the CAST Science assessment. Scope: Limited to Unduplicated Student Group(s)	The instructional planning tools available through Ellevation will be utilized by the Administrator of Curriculum & Instruction, ELD staff, and teachers to make lessons covering core curriculum more accessible to English Learners (ELs) and to assist staff with monitoring EL and LTEL progress.	EL Progress Indicator on CA Dashboard (1.2) ELA and Math CAASPP and CAST Science (1.4) Reclassification Rate (1.8)
1.6	Action: English Language Development (ELD) Instructional Assistants (IAs)	The ELD IAs provide support for English Learners in their core classes and designated ELD curriculum. They provide an additional layer of	ELA and Math CAASPP (1.4)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: English Learners and Long Term English Learners need additional support in the classroom to access grade level curriculum to be eligible for reclassification. Scope: Limited to Unduplicated Student Group(s)	support to ensure ELs are able to access the grade-level curriculum.	English Learner Progress Indicator (1.2) D/F Data (1.6) Reclassification Rate (1.8)
1.7	Action: Long Term English Learner (LTELs) Support Need: LTEL students are those students who have not been making the expected progress in English language acquisition. This student group was added to the 2024-27 LCAP cycle for monitoring and support. Scope: Limited to Unduplicated Student Group(s)	The EL plans and progress monitoring are designed to individualize supports for Long-Term English Learners (LTELs), addressing both language development and academic needs. These targeted strategies help ensure students receive the interventions necessary to make progress toward reclassification, aligning with identified areas of limited performance.	ELA and Math CAASPP (1.4) English Learner Progress Indicator (1.2) D/F Data (1.6) Reclassification Rate (1.8)
1.10	Action: TK-12 Mathematics Program Enhancement Need: English Learners, Low Income and Foster Youth student groups are not performing at the same level as the All Student group on the Math CAASPP and are earning more D/Fs. Scope: Limited to Unduplicated Student Group(s)	Targeted teacher professional development, the renewal of adaptive software (IXL), and structural changes such as the addition of a co-taught Geometry course will aim to ensure equitable access to rigorous instruction and help close achievement gaps through differentiated teaching and early intervention.	Math CAASPP Data (1.4) D/F Data (1.6)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	Action: Comprehensive Mental Health Support Need: English Learners and Low Income students have higher rates of Chronic Absenteeism and Suspension than the All Student group. Scope: Limited to Unduplicated Student Group(s)	The designated social-emotional and mental health professionals will provide increased access to services for English Learners, Low-Income students, and Foster Youth. This staffing supports more consistent and frequent progress monitoring, ensuring that the unique social-emotional needs of these student groups are addressed as part of a comprehensive support system.	Counseling Visits for English Learners, Low Income, and Foster Youth (2.5)
2.7	Action: Continue Position of Director of Student Support and School Safety Need: English Learners, Low Income and Foster Youth students have higher Suspension and Chronic Absenteeism rates than the all student group. Scope: Limited to Unduplicated Student Group(s)	The Director of Student Support and Safety will compile data and facilitate quarterly data reviews with counselors and site administrators to ensure comprehensive monitoring and support for English Learners, Low Income and Foster Youth Students. The Director of Student Support and Safety is also the districts designated Homeless and Foster Youth Liaison and will work with families and students to address their individual needs.	Suspension Data (2.1) Chronic Absenteeism (2.2) Counseling Visits (2.5)
3.16	Action: Closing the Digital Divide Need: English Learner students need additional resources including translation apps to access core curriculum. There are still a few Low Income students without reliable access to internet. Scope:	The district will continue to provide iPads and hotspots as needed; however, the current priority is providing reusable headphones to support English Learners with translation tools and ensure an appropriate testing environment.	Increased focus on STEM (3.5) ELPAC Assessment Data from ETS (3.10)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.17	Action: Career Exploration for Middle and High School Students Need: Access to college and career planning services Scope: Limited to Unduplicated Student Group(s)	The College & Career Counselor provides pivotal support to students applying to college and exploring career opportunities. A portion of their salary proportional to our unduplicated count is included in the LCAP to highlight the importance of post-secondary planning and guidance.	A-G Completion (Metric 3.3) CTE Completers (Metric 3.6) College and Career Indicator (Metric 3.9)

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

Of the total Local Control Funding Formula (LCFF) funding in 2026-27, Oak Park Unified School District received \$1,619,364 to be used to support the district's 16.84% 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 3.505% Planned Percentage to Increase or Improve Services for the Coming School Year. 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 2026-27 LCAP. These actions are detailed below.

For limited actions contributing to meeting the increased or improved services requirement—where the contribution is reflected as a percentage in the Contributing Summary Table rather than through direct LCFF expenditures—the district used a service-based methodology. This approach estimates the proportional impact of each action by evaluating how the action is:

- Limited in Scope to Unduplicated Pupils: All described actions (e.g., 1.1 MTSS, 1.2 Tutoring, 1.3 Homework Support, 1.4 Categorical Programs, etc.) are explicitly marked as serving only English Learners (EL), Low Income (LI), and/or Foster Youth (FY). This qualifies them for inclusion in the improved services percentage.
- Designed to Provide Increased or Improved Services: Each action addresses a documented performance gap (e.g., lower CAASPP scores, higher D/F rates, reduced reclassification) and includes targeted interventions or supports (e.g., Tier 2/3 interventions, instructional assistants, individualized EL plans) that go beyond services provided to all students.
- Monitored Using Student Group–Specific Metrics: Actions are tied to specific metrics disaggregated for unduplicated student groups—such as CAASPP ELA/Math (Metric 1.4), D/F rates (Metric 1.6), EL Progress Indicator (Metric 1.2), Reclassification Rate

(Metric 1.8), ELPAC proficiency (Metric 1.7), and College Career Indicator (Metric 3.9)—to verify impact and justify proportional contribution.

- **Justified Through Programmatic Evidence:** The district uses programmatic evidence such as service intensity (e.g., number of students receiving Tier 2/3 support in MTSS), program design (e.g., embedded support days, restructuring of Homework Club), and implementation status (e.g., unfilled positions, revised roles) to estimate each action's contribution toward the percentage of improved services.

This approach ensures that the contribution of each limited action is measured by its targeted reach and effectiveness for unduplicated pupils, rather than being solely tied to LCFF budget allocations.

Additional Concentration Grant Funding

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$51,735,879	1,619,364	3.130%	0.000%	3.130%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,609,781.00	\$756,200.00	\$23,420.00	\$18,421.00	\$6,407,822.00	\$5,813,218.00	\$594,604.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Multi-Tiered Systems of Support (MTSS)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Brookside, Oak Hills, Red Oak, OPIS TK-5	ongoing	\$561,685.00	\$18,310.00	\$579,995.00				\$579,995.00	
1	1.2	Tutoring for 6-12 Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Medea Creek, Oak Park High School 6-12	ongoing	\$8,870.00	\$0.00	\$8,870.00				\$8,870.00	
1	1.3	Homework Support 6-12	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Medea Creek, Oak Park High School, Oak View 6-12	ongoing	\$38,463.00	\$0.00	\$38,463.00				\$38,463.00	
1	1.4	Categorical Programs Support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	\$60,024.00	\$0.00	\$60,024.00				\$60,024.00	
1	1.5	English Language Development (ELD) Monitoring and Instructional Planning Software	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$0.00	\$14,000.00	\$14,000.00				\$14,000.00	
1	1.6	English Language Development (ELD)	English Learners	Yes	Limited to Undupli	English Learners	All Schools	ongoing	\$118,388.00	\$0.00	\$118,388.00				\$118,388.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Instructional Assistants (IAs)			cated Student Group(s)											
1	1.7	Long Term English Learner (LTELs) Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$18,758.00	\$0.00	\$18,758.00				\$18,758.00	
1	1.8	Professional Development to Support Students with Disabilities	Students with Disabilities	No				ongoing	\$45,491.00	\$0.00	\$27,070.00			\$18,421.00	\$45,491.00	
1	1.9	GATE and Advanced Placement (AP) Course Access	All	No			All Schools	ongoing	\$13,886.00	\$4,505.00	\$7,330.00	\$4,505.00	\$6,556.00		\$18,391.00	
1	1.10	TK-12 Mathematics Program Enhancement	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	\$32,633.00	\$47,813.00	\$74,851.00	\$5,595.00			\$80,446.00	
1	1.11	Meaningful and High Leverage Professional Development (PD) for TK-12 Staff	All	No			All Schools	ongoing	\$4,277.00	\$8,000.00	\$12,277.00				\$12,277.00	
1	1.12	Update Elementary Report Cards	All	No				ongoing	\$0.00	\$9,360.00		\$9,360.00			\$9,360.00	
1	1.13	Phonemic Awareness Professional Development	All	No			Specific Schools: Brookside, Oak Hills, Red Oak, Oak Park Independent School TK-2	ongoing	\$6,328.00	\$750.00		\$7,078.00			\$7,078.00	
1	1.14	TK Program Refinement	All	No			Specific Schools: Brookside, Oak Hills, Red Oak, OPIS TK	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.15	Summer Remediation Programs	All	No			K-12	ongoing	\$113,298.00	\$20,000.00		\$133,298.00			\$133,298.00	
2	2.1	Positive Behavior Interventions and Support (PBIS) Programs for All School Sites	All	No			All Schools	ongoing	\$1,833.00	\$12,698.00			\$14,531.00		\$14,531.00	
2	2.2	Reduce Chronic Absenteeism	Students with Disabilities White, Hispanic,	No			Specific Schools: Red Oak,	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Students with Disabilities				Medea Creek TK-12									
2	2.3	Engage Educational Partners	All	No			All Schools	ongoing	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
2	2.4	Increase Staff Connectedness and Engagement to Build Collective Efficacy	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.5	Comprehensive Mental Health Support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	\$700,382.00	\$0.00	\$700,382.00				\$700,382.00	
2	2.6	Student Engagement in Shared Decision Making	All	No			Specific Schools: Medea Creek, OPIS, Oak View, OPHS 6-12	ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.7	Continue Position of Director of Student Support and School Safety	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	\$55,268.00	\$0.00	\$55,268.00				\$55,268.00	
2	2.8	Provide a District Nurse to Support Overall Student Wellness	All	No			All Schools	ongoing	\$126,892.00	\$0.00	\$126,892.00				\$126,892.00	
2	2.9	Challenge Success Reflection on Homework Practices	All	No			Specific Schools: Medea Creek Middle School, Oak Park High School, Oak View High School, Oak Park Independent School 6-12	ongoing	\$0.00	\$0.00		\$0.00			\$0.00	
2	2.10	Monitor the Number, Type, and Frequency of Counselor and Wellness Center Visits	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.11	Extracurricular and Enrichment Activities	All	No			All Schools	ongoing	\$5,110.00	\$12,365.00	\$17,475.00				\$17,475.00	
2	2.12	Access to the Arts	All	No			All Schools	ongoing	\$230,660.00	\$0.00		\$230,660.00			\$230,660.00	
2	2.13	Additional OPHS Assistant Principal Position	All	No			Specific Schools: Oak Park High School 9-12	ongoing	\$73,803.00	\$0.00	\$73,803.00				\$73,803.00	
2	2.14	Chronic Absenteeism Monitoring	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Expand Dual Enrollment, Honors and AP Opportunities	All	No			Specific Schools: Oak Park High School 9-12	ongoing	\$0.00	\$9,240.00	\$9,240.00				\$9,240.00	
3	3.2	State Seals (Civic Engagement, Biliteracy)	All English Learners, Low Income, Foster Youth	No			Specific Schools: Oak Park High School, Oak View High School, OPIS 9-12	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	Ethnic Studies	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.4	Child Nutrition Program Integration with Instructional Program	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.5	Campus Cleanliness and Safety	All	No			All Schools	ongoing	\$2,493,730.00	\$0.00	\$2,493,730.00				\$2,493,730.00	
3	3.6	Nature-Based Field Trips	All	No			All Schools	ongoing	\$0.00	\$35,770.00	\$35,770.00				\$35,770.00	
3	3.7	Waste Audit	All	No			All Schools	ongoing	\$1,833.00	\$500.00			\$2,333.00		\$2,333.00	
3	3.8	Green Cord	All	No			Specific Schools: Oak Park High School 9-12	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.9	Green Schools National Network	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.10	Professional Development in College and Career	All	No			Specific Schools:	ongoing	\$0.00	\$6,530.00	\$6,530.00				\$6,530.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Readiness and Civic Engagement					Oak View High School, Oak Park High School, Oak Park Independent School 9-12									
3	3.11	CTE Pathways	All Focus on recruiting English Learners, Students with Disabilities,Low Income and Foster Youth	No			Specific Schools: Oak Park High School, Oak View High School 9-12	ongoing	\$796,179.00	\$0.00	\$796,179.00				\$796,179.00	
3	3.12	TK-12 STEM Program Enhancement	All	No			All Schools	ongoing	\$192,218.00	\$1,500.00	\$193,718.00				\$193,718.00	
3	3.13	Career Technical Education (CTE) Program Support	All Students with Disabilities Focus on English Learner, Low Income, Foster Youth and Students with Disabilities	No			Specific Schools: Oak View High School, Oak Park High School 9-12	ongoing	\$73,803.00	\$0.00	\$73,803.00				\$73,803.00	
3	3.14	Standards Aligned Instructional Materials	All	No			All Schools	ongoing	\$0.00	\$362,664.00		\$362,664.00			\$362,664.00	
3	3.15	Educational Technology Skills	All	No			All Schools	ongoing	\$12,827.00	\$26,099.00	\$35,886.00	\$3,040.00			\$38,926.00	
3	3.16	Closing the Digital Divide	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.17	Career Exploration for Middle and High School Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Medea Creek Middle School, Oak Park High School 6-12	ongoing	\$26,579.00	\$0.00	\$26,579.00				\$26,579.00	

2026-27 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
\$51,735,879	1,619,364	3.130%	0.000%	3.130%	\$1,697,578.00	0.000%	3.281 %	Total:	\$1,697,578.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$1,697,578.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Multi-Tiered Systems of Support (MTSS)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Brookside, Oak Hills, Red Oak, OPIS TK-5	\$579,995.00	
1	1.2	Tutoring for 6-12 Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Medea Creek, Oak Park High School 6-12	\$8,870.00	
1	1.3	Homework Support 6-12	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Medea Creek, Oak Park High School, Oak View 6-12	\$38,463.00	
1	1.4	Categorical Programs Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$60,024.00	
1	1.5	English Language Development (ELD) Monitoring and Instructional Planning Software	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$14,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	English Language Development (ELD) Instructional Assistants (IAs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$118,388.00	
1	1.7	Long Term English Learner (LTEs) Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$18,758.00	
1	1.10	TK-12 Mathematics Program Enhancement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$74,851.00	
2	2.5	Comprehensive Mental Health Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$700,382.00	
2	2.7	Continue Position of Director of Student Support and School Safety	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$55,268.00	
3	3.16	Closing the Digital Divide	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$2,000.00	
3	3.17	Career Exploration for Middle and High School Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Medea Creek Middle School, Oak Park High School 6-12	\$26,579.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$6,124,426.00	\$5,963,860.00

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	Multi-Tiered Systems of Support (MTSS)	Yes	\$623,100.00	\$562,946
1	1.2	Tutoring for 6-12 students	Yes	\$21,087.00	\$7,821
1	1.3	Homework Support 6-12	Yes	\$32,376.00	\$15,176
1	1.4	Categorical Programs Support	Yes	\$57,821.00	\$58,870
1	1.5	English Language Development (ELD) Monitoring and Instructional Planning Software	Yes	\$15,250.00	\$15,250
1	1.6	English Language Development (ELD) Instructional Assistants (IAs)	Yes	\$117,066.00	\$117,126
1	1.7	Long Term English Learner (LTELs) Support	Yes	\$18,070.00	\$18,397
1	1.8	Professional Development to Support Students with Disabilities	No	\$88,000.00	\$87,908
1	1.9	GATE and Advanced Placement (AP) Course Access	No	\$19,166.00	\$17,262
1	1.10	TK-12 Mathematics Program Enhancement	Yes	\$94,490.00	\$88,758

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	1.11	Meaningful and high leverage professional learning opportunities for TK-12 staff	No	\$8,000.00	\$8,000
1	1.12	Update elementary report cards	No	\$10,689.00	\$8,856
1	1.13	Phonemic Awareness Professional Development	No	\$9,102.00	\$5,830
1	1.14	TK Program Refinement	No	\$0.00	\$0
1	1.15	Summer remediation programs	No	\$115,143.00	\$20,145
2	2.1	Positive Behavior Interventions and Support (PBIS) programs for all school sites	No	\$5,500.00	\$5,552
2	2.2	Reduce Chronic Absenteeism	No	\$0.00	\$0
2	2.3	Engage Educational Partners	No	\$1,500.00	\$104
2	2.4	Increase staff connectedness and engagement to build collective efficacy	No	\$0.00	\$0
2	2.5	Comprehensive mental health support	Yes	\$720,526.00	\$722,126
2	2.6	Student engagement in shared decision making	No	\$1,000.00	\$512
2	2.7	Continue position of Director of Student Support and School Safety	Yes	\$54,770.00	\$55,417
2	2.8	Provide a district nurse to support overall student wellness	No	\$125,050.00	\$127,953

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	Partner with Challenge Success to improve student and staff well-being.	No	\$3,800.00	\$3,800
2	2.10	Monitor the number, type, and frequency of counselor and Wellness Center visits	No	\$0.00	\$0
2	2.11	Provide a variety of clubs, athletic and enrichment activities for TK-12 students before, during and after school	No	\$14,175.00	\$10,092
2	2.12	Access to the Arts	No	\$216,486.00	\$199,112
2	2.13	Hire an additional Assistant Principal at OPHS to support counseling department and social-emotional well-being initiatives	No	\$73,114.00	\$74,489
2	2.14	Chronic Absenteeism Monitoring	No	\$0.00	\$0
3	3.1	Expand dual enrollment, honors and AP opportunities	No	\$6,000.00	\$5195
3	3.2	State Seals (Civic Engagement, Biliteracy)	No	\$0.00	\$0
3	3.3	Ethnic Studies	No	\$7,397.00	\$0
3	3.4	Child Nutrition program Integration with Instructional Program.	No	\$0.00	\$0
3	3.5	Continue to work on campus cleanliness and overall physical safety issues such as surveillance, preparation for earthquakes, fire, evacuation, etc.	No	\$2,294,902.00	\$2,385,247

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	3.6	Nature-based Field Trips	No	\$35,372.00	\$34,770
3	3.7	Waste Audit	No	\$8,181.00	\$3,665
3	3.8	Green Cord	No	\$0.00	\$0
3	3.9	Green Schools National Network	No	\$5,000.00	\$5,000
3	3.10	Professional Development in College and Career Readiness and Civic Engagement	No	\$8,530.00	\$5,735
3	3.11	CTE Pathways	No	\$661,449.00	\$747,836
3	3.12	TK-12 STEM Program Enhancement	No	\$191,493.00	\$191,397
3	3.13	Career Technical Education (CTE) Program Support	No	\$73,114.00	\$74,488
3	3.14	Standards Aligned Instructional Materials	No	\$315,000.00	\$229,821
3	3.15	Educational Technology Skills	No	\$62,116.00	\$49,204
3	3.16	Closing the digital divide	Yes	\$2,000.00	\$0
3	3.17	Career exploration for middle and high school students	No	\$8,591.00	\$0

2025-26 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)
\$1,581,949	\$1,756,556.00	\$1,661,887.00	\$94,669.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Multi-Tiered Systems of Support (MTSS)	Yes	\$623,100.00	\$562,946		
1	1.2	Tutoring for 6-12 students	Yes	\$21,087.00	\$7,821		
1	1.3	Homework Support 6-12	Yes	\$32,376.00	\$15,176		
1	1.4	Categorical Programs Support	Yes	\$57,821.00	\$58,870		
1	1.5	English Language Development (ELD) Monitoring and Instructional Planning Software	Yes	\$15,250.00	\$15,250		
1	1.6	English Language Development (ELD) Instructional Assistants (IAs)	Yes	\$117,066.00	\$117,126		
1	1.7	Long Term English Learner (LTEs) Support	Yes	\$18,070.00	\$18,397		
1	1.10	TK-12 Mathematics Program Enhancement	Yes	\$94,490.00	\$88,758		
2	2.5	Comprehensive mental health support	Yes	\$720,526.00	\$722,126		
2	2.7	Continue position of Director of Student Support and School Safety	Yes	\$54,770.00	\$55,417		
3	3.16	Closing the digital divide	Yes	\$2,000.00	\$0		

2025-26 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)
\$50,486,954	\$1,581,949	0.00%	3.133%	\$1,661,887.00	0.000%	3.292%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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