



LCFF Budget Overview for Parents

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

CDS Code: 30-66621-0000000

School Year: 2025-26

LEA contact information:

Dr. Rachel Monarrez

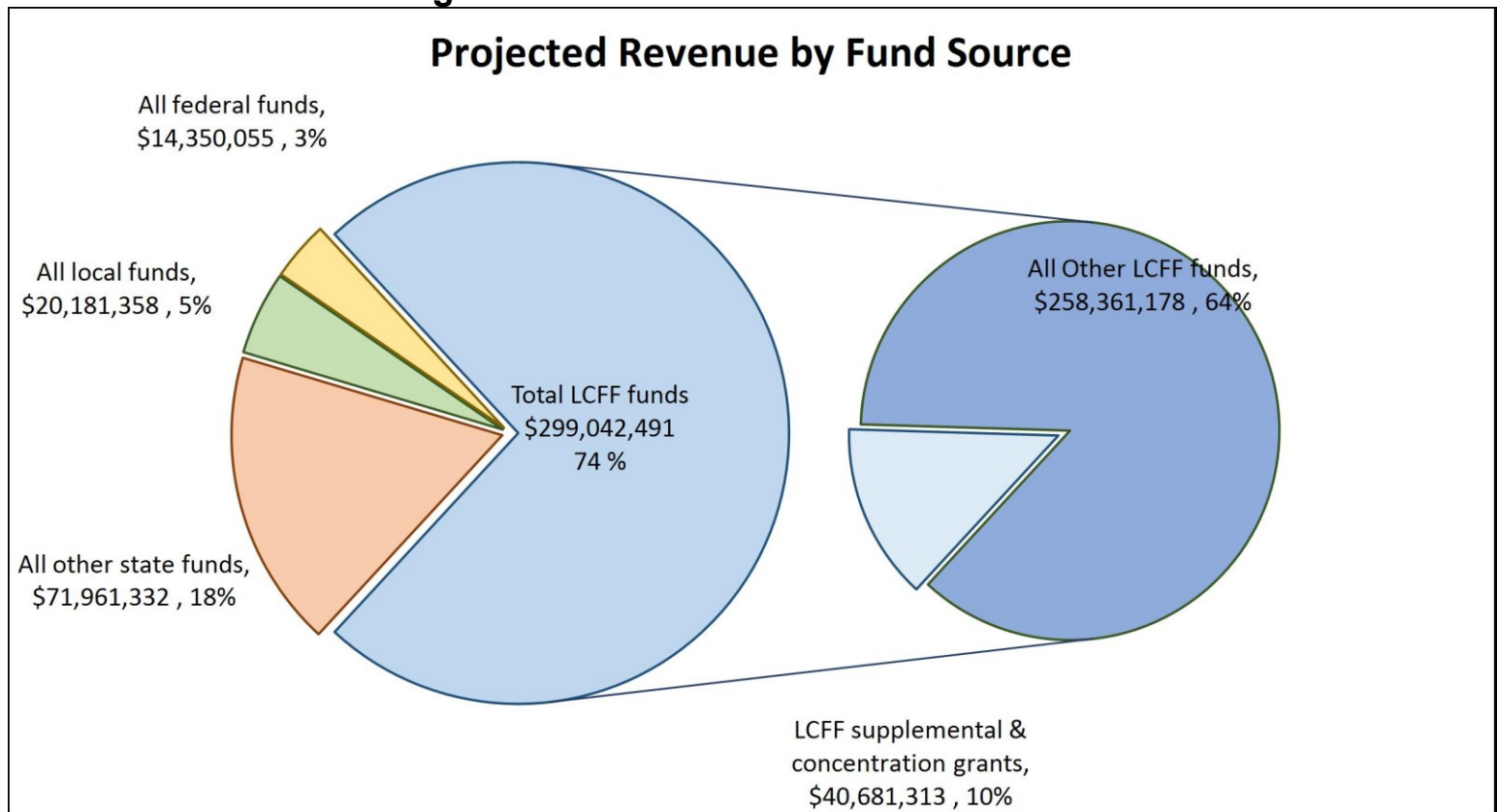
Superintendent

superintendent@orangeusd.org

(714) 628-4487

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 2025-26 School Year

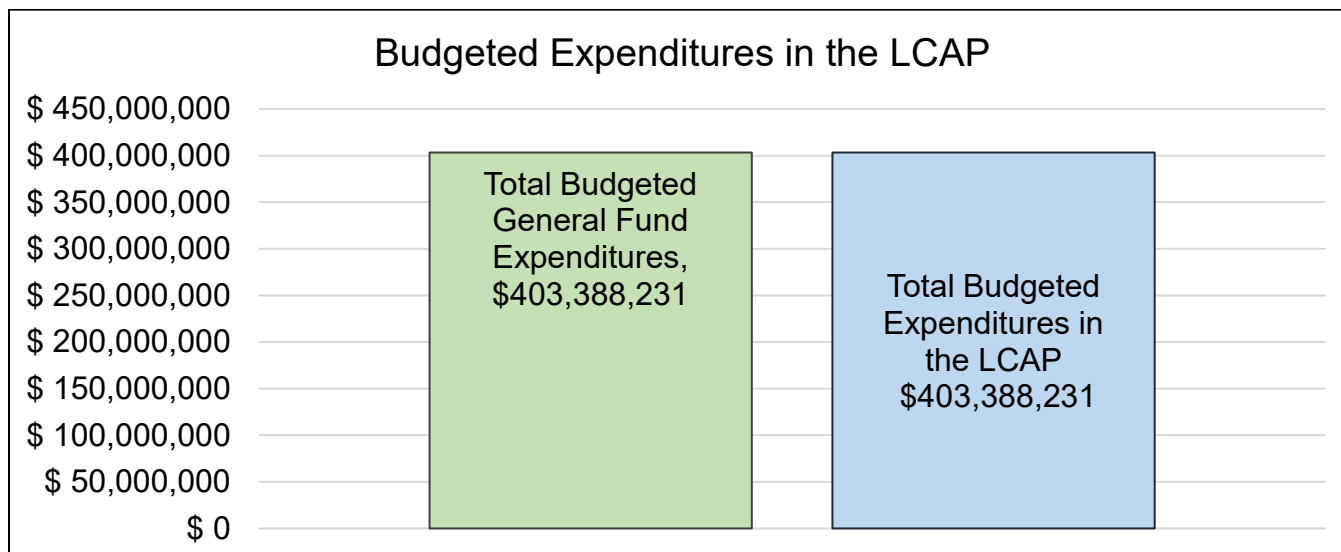


This chart shows the total general purpose revenue Orange Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orange Unified School District is \$405,535,236, of which \$299,042,491 is Local Control Funding Formula (LCFF), \$71,961,332 is other state funds, \$20,181,358 is local funds, and \$14,350,055 is federal funds. Of the \$299,042,491 in LCFF Funds, \$40,681,313 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 Orange Unified School District plans to spend for 2025-26. 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: Orange Unified School District plans to spend \$403,388,231 for the 2025-26 school year. Of that amount, \$403,388,231 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Not applicable

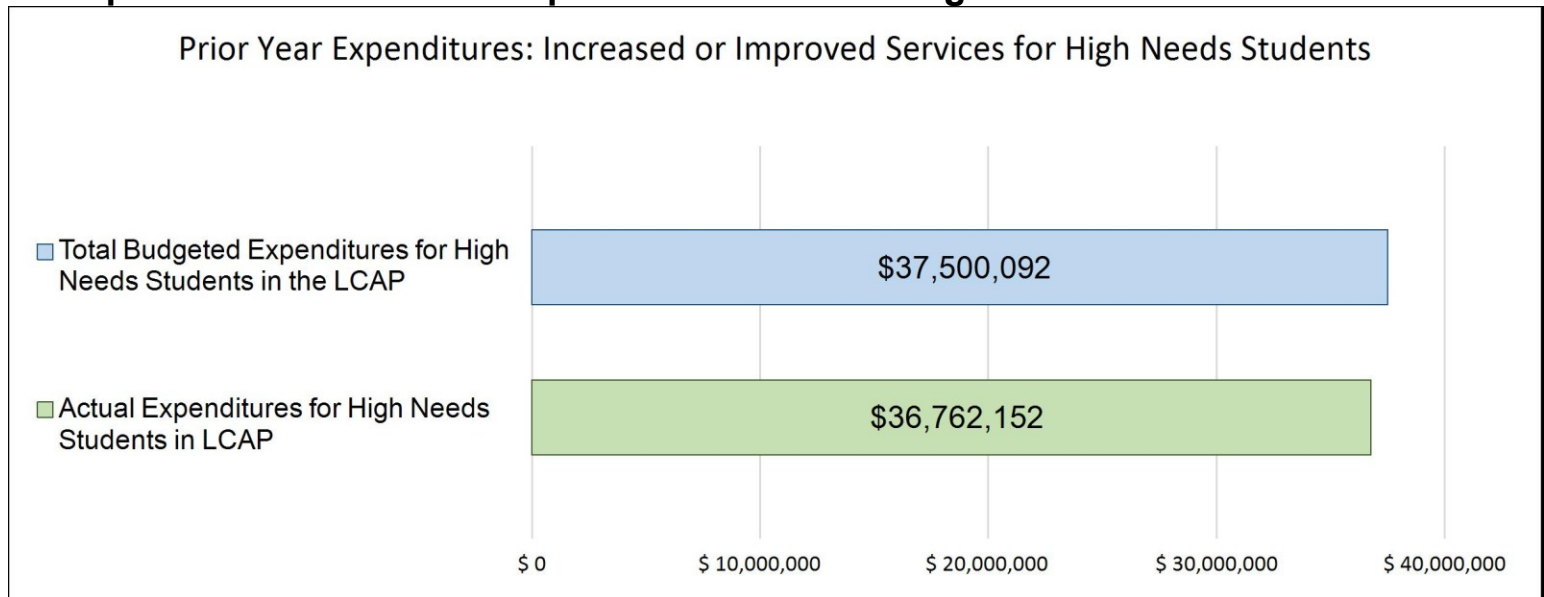
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Orange Unified School District is projecting it will receive \$40,681,313 based on the enrollment of foster youth, English learner, and low-income students. Orange Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Orange Unified School District plans to spend \$40,772,371 towards meeting this requirement, as described in the LCAP.

In the strategic use of our funds that we receive from both state and federal governments, our Title funds are largely used to support English Learners, Foster Youth, McKinney Vento and low income students. We purposefully use the more restrictive dollars first, therefore offsetting the LCFF Supplemental and Concentration funds. OUSD is also an extremely diverse district demographically; the use of Supplemental funds specifically do allow us to support schools that have one of the designated high needs student groups that are found at schools that may not benefit directly from Title funds. OUSD is planning to spend \$34, 714,293 of the projected \$40,681,313 because the intended outcomes for our high needs students are being met using alternative federal and state grant funding. For example, increasing STEAM throughout the district is a priority, but OUSD will use Title IV funds for most of the personnel, programs and materials needed. As we look deeper into our data, we can see that increasing ELA is a priority for many schools, particularly our identified Title I sites. Thus, we are committed to using those funds first, followed by LCFF to supplement additional programs like AVID.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Orange 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 Orange 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 2024-25, Orange Unified School District's LCAP budgeted \$37,500,092 for planned actions to increase or improve services for high needs students. Orange Unified School District actually spent \$36,762,152 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$737,940 had the following impact on Orange Unified School District's ability to increase or improve services for high needs students:

During the 2024-25 school year, our district benefitted from additional grant funding for specialized focus areas that normally we would budget for to increase engagement and opportunities for a college and career ready student body. With the influx of grants for arts and music, we actually were able to expand our offerings to include more students to participate and engage at their sites in the visual and performing arts. In addition, we benefitted from a career technical education grant that also allowed us to expand our pathways for our students to provide more choice in their school experience in the secondary.



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
Orange Unified School District	Dr. Rachel Monarrez Superintendent	superintendent@orangeusd.org (714) 628-4487

Plan Summary [2025-26]

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 Orange Unified School District (OUSD) is an urban district in Orange County with a PK-12 student population of approximately 23,000. Included in this number are students participating in our adult transition program. We have 42 educational sites and serve a student population that is 58.8% Hispanic, 21.9% White, 10% Asian, 2.0% Filipino, and 1% African-American. 16.4% of our students are English Language Learners, 58.4% are eligible for free and reduced lunch, .5% are foster youth and 2% are homeless. The unduplicated student population in OUSD is 61.02%. Our parents have a range of educational options from pre-school (state and parent paid), Transitional Kindergarten, K-6, middle schools, a K-8 magnet school, the EDGE Academy, four comprehensive high schools and one alternative high school.

We offer dual-language programs in both Mandarin/English and Spanish/English. OUSD also has a Spanish/Computer Science/English immersion program at one elementary site and a second site has been designated as Apple Distinguished School. Students have the opportunity to choose from 25 career pathways across all four of the comprehensive high schools. OUSD has thriving collaborative partnerships with such outstanding colleges and universities as Chapman University, Cal State Fullerton, and Santiago Canyon College. The District offers award winning programs, including six Golden Bell Awards from the California School Board Association, two National Blue Ribbon Schools from the U.S. Department of Education, one Apple Distinguished School, five National Forum Schools to Watch, two California Civic Learning Awards of Distinction, two National PTA School of Excellence Awards, nine Title I Academic Achievement Award schools, one AVID National Demonstration High School, one AVID Elementary Showcase School, and 21 Distinguished School Awards from the California Department of Education. McPherson Magnet, Crescent Elementary and Villa Park High School are Project Lead the Way Model Schools, and we have four elementary schools that earned the Civic Learning Award of Merit. 25 schools in OUSD have received the

California Blue Ribbon School award, the highest number of any district in Orange County. As evidenced by our numerous recognitions, OUSD demonstrates our ongoing commitment to our vision of inspiring our learners of today to be purposeful leaders of tomorrow, through a lens of integrity, respect, excellence and equity as core values. OUSD boasts 100% of teachers are Highly Qualified, and the district has a graduation rate of 94.6%, significantly higher than the state graduation rate of 86.7% (as indicated on the 2024 California Dashboard).

There are 15 schools in OUSD that received the California Community Schools Partnership Program grant; 11 in Cohort 1, 2 in Cohort 2 and 2 in Cohort 3. All of the recipients are Title 1 schools. Each school has a designated Community Lead who facilitates parent and family engagement through a variety of interactions and workshops. The Lead shares valuable resources with the community like food pantries, uniform exchanges, English classes, and other learning opportunities. The sites also have a full-time counselor who works directly with students and families to support social emotional wellness. He/she integrates strategies for students via in-class lessons and resources for families through workshops and meetings based on topics of interest obtained in surveys and in the Community School Council meetings. OUSD works in collaboration with OCDE for staff training and grant compliance.

The LCAP requires that districts report all schools receiving LCFF Equity Multiplier Funds. The LCFF Equity Multiplier offers additional funds to school districts for distribution to schools that met non-stability and socioeconomically disadvantaged student criteria in the previous school year. These funds are designated for implementing evidence-based services and supports for students at these schools. Starting with the 2024-25 LCAP, districts are required to document initiatives aimed at enhancing student outcomes at these schools.

Richland Continuation High School and Community Day School received Equity Multiplier funds for 2024/25 based on percentages from the 23/24 school year. Both schools originally became eligible for these funds meeting the criteria, of 1) non-stability rates greater than 25 percent and 2) socioeconomically disadvantaged pupil rates greater than 70 percent per the California Department of Education's (CDE) Stability Rate Report for 2022-2023. Richland has a non-stability rate of 75.27% and a socioeconomically disadvantaged rate of 93.5%. Community Day School (CDS) has a non-stability rate of 57.14% and a socioeconomically disadvantaged rate of 80.95%. Based on 24/25 data of students eligible for Free and Reduced Lunch, Richland will continue to meet that criteria. CDS has a significantly small number of students and may not meet this requirement. The data for non-stability rate for the 24/25 school year will be released by CDE in December, 2025 or January, 2026. Our projections of internal data indicate that Richland will most likely meet that criteria again, making it eligible for Equity Multiplier funds in 2025/26. Internal data from OUSD indicates that CDS may not meet the >25% non-stability, thus making it ineligible for funds. Both schools have funds remaining from previous years to support actions in their SPSA through the 2025/26 school year. It is possible that CDS will no longer include Equity Multiplier funds in their SPSA going into the 2026/ 27 school year.

More details for Equity Multiplier funds are provided in subsequent sections There is also an Equity Multiplier Goal (#4) that addresses actions related to improving student outcomes for the schools identified to receive these funds.

Note: Our other state expenditures currently exceed our other state revenues due to spending down one-time funds

Reflections: Annual Performance

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

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Year 2 demonstrated a continued dedication to preparing each student for success in college, career, and life, underscored by rigorous academics and community partnerships. In our commitment to ongoing improvement, staff, and educational partners engaged in thoughtful reflection on the data and practices from the 2023-2024 California Dashboard. Below, you will see best practices, strategies, professional development and resources designed and implemented by the various departments to improve student performance and connectedness during the 2024/25 school year.

The district saw many successes including the following:

1. English Language Arts - OUSD tested 10,728 students; 9 points above standard; maintained Yellow; above State average of 13.2 points below standard (Orange)
2. Mathematics - OUSD tested 10,775 students; 22 points below standard, but showed an increase of 8.2 points placing in Green; above the State average of 47.6 points below standard (Orange)
3. Chronic Absenteeism - 14.4% of All Students considered chronically absent which represents a decline of 6.4% from previous year
4. Graduation Rate - OUSD boasts a 94.6% graduation rate, a 1.4% increase from previous year and 7.9% above State average
5. Suspension Rate - Suspension rate declined .9% from previous year reflecting Green on the Dashboard
6. No schools were identified for Comprehensive Support and Improvement (CSI).
7. No schools were identified for Additional Targeted Support for Improvement (ATSI).

The 2023-2024 California Dashboard yields the following data:

Schools within OUSD that received the lowest performance level on one or more state indicators:

Lampson Elementary - EL Progress
Olive Elementary - EL Progress
Taft Elementary - EL Progress
Richland Continuation High School - College/Career, English Language Arts
Orange High School - EL Progress, English Language Arts, Mathematics
Villa Park High School - EL Progress
Home School - English Language Arts, Mathematics

Student groups within OUSD that received the lowest performance level on one or more state indicators:

Long-Term English Learners - English Language Arts, Mathematics
Foster Youth - English Language Arts, Mathematics
Homeless - English Language Arts, Mathematics
African American - Chronic Absenteeism

Student groups within a school that received the lowest performance level on one or more state indicators:

Imperial Elementary: Students w/Disabilities - English Language Arts, Mathematics
Lampson Elementary: All Students - EL Progress; English Learners - EL Progress
Olive Elementary: All Students - EL Progress; English Learners - EL Progress; SWD - English Language Arts
Palmyra Elementary: Students w/Disabilities - English Language Arts
Prospect Elementary: Students w/Disabilities - English Language Arts
Serrano Elementary: Students w/Disabilities - Mathematics
Taft Elementary: All Students - EL Progress; English Learners - EL Progress

Cerro Villa Middle School: English Learners - English Language Arts, Chronic Absenteeism; Students w/Disabilities - English Language Arts; Hispanic - Chronic Absenteeism
Portola Middle School: English Learners - Mathematics; Long-term English Learners - English Language Arts; Students w/Disabilities - English Language Arts

Orange High School: All Students - EL Progress, English Language Arts; English Learners - EL Progress, English Language Arts; Long-term English Learners - English Language Arts, Mathematics; Socioeconomically Disadvantaged - English Language Arts; Students w/Disabilities - English Language Arts, Mathematics; Hispanic - English Language Arts
Villa Park High School: All Students - EL Progress; English Learners - EL Progress
Richland Continuation High School: All Students - College and Career, English Language Arts; English Learners - College/Career; Socioeconomically Disadvantaged - College/Career, English Language Arts; Hispanic - College and Career, English Language Arts
OUSD EDGE: Socioeconomically Disadvantaged - Mathematics
OUSD Home School: All Students - English Language Arts, Mathematics

Based on our annual performance data from Year One, various strategies, practices and systems were created and implemented to support student growth and progress while maintaining the best practices and initiatives that contributed to the students' successes. These are outlined throughout the departments below:

STUDENT ACHIEVEMENT/ED TECH:

The Office of Student Achievement and the Ed Tech Department were pivotal in creating and implementing strategies and practices designed to increase student performance. To address teacher support, a summer training program was offered, focusing on providing targeted support for teachers from schools struggling with academic performance based on previous year's data. The goal was to gather a representative group of teachers, especially from secondary schools, to engage in training sessions. Specific attention was given to math instruction at the middle school level. An e-sports pilot was implemented at Portola Middle School that showed promise in addressing chronic absenteeism. Plans have been made to expand this initiative in 2025/26 to other middle schools. The program, which also extends to the after-school programs at elementary sites (through ELOP), will also be expanded to the high schools. Next steps include tracking attendance linked to student participation in the program, aiming to determine if e-sports involvement resulted in increased student attendance. Portola chose to enroll students who had frequent absences in order to track student progress. This model is being considered by other schools for 2025/26.

In the area of English Language Arts (ELA) and math instruction and support, efforts to improve student outcomes were integrated into district initiatives through EduProtocols, AVID and GLAD. Special focus was given to students with the lowest scores, with performance task

demos conducted to help them master the California Assessment of Student Performance and Progress (CAASPP). Schools actively reviewed these performance tasks and the corresponding student outcomes, with grade-level teams working on action plans. At the secondary level, Teachers on Special Assignment (TOSAs) led demonstration lessons focused on performance tasks and interim assessments. The Student Achievement Committee, composed of both elementary and secondary educators, focused on identifying and addressing specific strategies for ELA and math based on data from the assessments (iReady, FIAB, IAB, SBA). This data was shared with school sites through Grade Level Planning meetings, professional development sessions, and/or department meetings.

There were several initiatives used for technology integration to support student learning, particularly in math and literacy:

1. Snorkl, an AI tool, provided real-time feedback to students, encouraging persistence and explaining their thinking. This tool helped to keep students engaged even when they had wrong answers and allowed teachers to assist students in need of extra help;
2. Get-it supported general education teachers in using technology to improve small group math instruction. Its aim was to boost math outcomes by using iPads to enhance student engagement and learning;
3. OSMO was a training for teachers focused on foundational literacy, supporting early education in reading and writing; and
4. CSTEM which focused on integration of math, robotics and computer science in elementary and middle schools, preparing the students for pathways in OUSD high schools.

Data chats were held regularly, with clear goals established at the start of the year and revisited mid-year. These chats focused on identifying students in need of additional support, particularly within subgroups, i.e., EL and Students with Disabilities. The mid-year check aimed to ensure students do not fall into the Red or Orange bands and identified which subgroups needed continued monitoring. For students in need, an action plan was developed with targeted interventions to help maintain or increase proficiency. At the mid-year point, attention was given to students in the EL and SPED subgroups, with the goal of increasing proficiency by 3%. The proficiency levels of these two groups was closely monitored to ensure that the students remained in the "Proficient" range, with explicit plans to support struggling students. Accessibility resources were integrated across the board, focusing on providing support beyond the test-taking experience.

SPECIAL EDUCATION:

During the 2024/25 school year, the Special Education department developed an initiative that represents a comprehensive, multi-tiered approach to improving student achievement through targeted action plans, data analysis and collaborative efforts at the district and site levels.

Special Education teachers participated in data dives and created action plans for the CAASPP. The CAASPP action plans were broken down by case managers and "bubble students" (students near the performance thresholds). These plans included interim assessments, accommodations, modifications and identified service providers. They are detailed and specific for each (elementary and secondary), with Education Specialists (Ed Specialists) working across the sites. Interim Facilitators, known as E3 leaders (Enhance Instruction, Elevate Student Performance, Exceed Expectations) are teacher leads who guide the implementation of student achievement action plans by our feeder patterns in light of the E3 goals and values. They collaborate with the Ed Specialists to review and administer interim assessments. After these are administered, case managers review the results and incorporate them into teacher action plans and individual Student Achievement Action Plans (SAAP).

Case managers and special education teachers collaboratively scheduled and conducted Professional Learning Communities (PLCs) at each site. Data from the interims was used to inform teaching practices and helped develop individual plans for teachers and case managers to

integrate CAASPP resources into the curriculum. Daily and weekly reviews focused on vocabulary development and released test questions. For students taking the California Alternate Assessment (CAA), resources were tailored to include connector standards and Unique Learning Systems (ULS) curriculum. Both students taking the CAASPP and CAA used practice questions based on the connector standards. A special education version of the test was created that included added accommodations and modifications. Year 2 was the first time that special education teachers administered interim assessments.

To address the needs of students receiving special education services, ELA, Math, and Science resources were created to address both the CAASPP and CAA. Usability tools and guidelines were developed for teachers to support their students. The special education department created a training for their teachers on the California Educators Reporting System (CERS) to help them better navigate student data. An infographic was also created to better explain the assessments, including all relevant acronyms. Throughout the process, intense educator support was provided to ensure that all teachers, case managers and specialists were well-equipped to meet students' needs.

COMMUNITY SCHOOLS GRANT (CCSPP):

For 2025/26, a focus will be on continued training for teachers and staff on the assets of a Community School. A second focus will be on integrating the community into the classrooms to increase civil and environmental awareness for all students. OUSD will continue to partner with Orange County Department of Education to further develop our community schools.

In May, 2024, OUSD received the Cohort 3 Community Schools Support Program Plan (CCSPP), marking the beginning of implementation for the 2024/25 school year at Palmyra Elementary and Orange High School. These schools were the newest additions to OUSD's community school initiative. Both schools hired a Community Lead and a full-time counselor to support students, parents and families in their respective communities.

During the 2024/25 school year, both schools focused on planning and developing their community centers. The Community Leads participated in training with the Orange County Department of Education to build their capacity in this role. Additionally, the Leads collaborated with the Teacher on Special Assignment for Family Engagement (TOSA) and Leads from thirteen other community school sites across the district to share ideas and implement resources aimed at supporting students and their families. A major communication tool developed across all sites was a community school newsletter, which is regularly updated each month. This newsletter, posted on the each school's website, provides valuable information on events, workshops and resources to keep the community informed and engaged. Meanwhile, schools in cohorts 1 and 2 continued expanding their outreach efforts through initiatives such as English classes for parents, uniform closets, food pantries, and various workshops and presenters. Other engagement opportunities included science nights, multicultural fairs, and iPad academies. These activities have helped foster a greater sense of connection between the schools and their surrounding communities.

Each of the fifteen community schools in OUSD has established a Community School Council which includes parents, students, staff and after-school providers. This group works collaboratively to provide feedback on school climate, successes, challenges, and ideas to enhance the overall school environment, making it more welcoming and inclusive for all members of the community. As part of this ongoing effort, each Lead conducted at least one needs assessment to gather valuable input from educational partners, ensuring the services and programs offered are meeting the needs of the community.

Looking ahead to the 2025/26 school year, OUSD's Community Schools focus will be on three main priorities:

1. Continued professional development for teachers and staff, emphasizing the strengths and assets of the community schools;
2. Integrating community resources into the classrooms, with a specific focus on increasing civil and environmental awareness among students; and
3. Outlining a sustainability plan to continue the initiative after the conclusion of grant funding.

MULTI-LINGUAL SUPPORT:

The English Learner Progress Indicator (ELPI) measures annual growth toward English proficiency based on the English Language Proficiency Assessment for California (ELPAC). In the 2023/24 school year, OUSD experienced a 5.3% decline from the previous year, which was primarily attributed to a larger number of long-term English Learners (LTELs) scoring lower on the ELPAC. To address this, targeted efforts were made in the 2024/25 school year (and will continue into 2025/26) to support the specific needs of LTELs.

In the content of mathematics English Learners maintained their status in the Orange category, but improved by seventeen points. This can be attributed to district professional development focused on working with teachers on building communicative thinking in mathematics with students. Reclassified English learners declined by nine points which alerts us to continue to provide linguistic support through mathematical instruction for our Reclassified English learners. Our long-term English learners are of the most concern; this subgroup is in the Red performance level. We currently are working with site administration and teachers to better identify and scaffold lessons to meet the needs of these students.

In Language Arts, English Learners showed an increase of ten percent; while this is only a modest gain, we hope that this continues to move in a positive direction. In OUSD, we will continue to support teachers of Multilingual Learners with specialized professional development such as Guided Language Acquisition Design (GLAD), Path to Proficiency, and Building Thinking Classrooms. Similar to math, long-term English learners will be receiving specialized placement support and more structured linguistic scaffolding.

STUDENT AND COMMUNITY SERVICES (SCS):

The Office of Student and Community Services (SCS) recognized that chronic absenteeism was a major concern across all schools in the district. To address this, a multi-tiered process of support was designed to engage families and provide targeted interventions. The key components of this process involved:

1. Creation of Attendance Tracking and Support system that was designed to monitor attendance and identify students early on who are at risk of chronic absenteeism. Support strategies, such as home visits, were used to engage families more directly and offer personalized solutions;
2. Continued implementation of Student Attendance Review Board (SARB) hearings that involve collaboration of law enforcement, District Attorney (DA) and social services to support parents. The approach was designed to be positive, not punitive, focusing on providing families with the resources they need, such as transportation assistance or support for homeless families;
3. Sharing of attendance data with each school's leadership team, allowing for early interventions before issues escalate to district-level SARB. This process enabled schools to implement tailored strategies to address absenteeism at the local level; and
4. Implementation of incentive programs that included the introduction of a monthly attendance award for sites (i.e., highest attendance, most improved attendance) and the WE Champion Attendance Initiative that celebrated top performers with tangible recognition, such as trophies. Additionally, individual students were celebrated through the Orange Crush Award which recognized students for their unique attendance successes.

In efforts to reduce suspensions and provide alternative methods for discipline, SCS implemented the following initiatives:

1. Parkside Alternative School Success (PASS) Pilot Program, serving students in grades 8-12, reduced suspensions by 44%. The program provided an alternative space for students to engage in their education while addressing behavioral challenges;
2. Behavioral Matrix developed to align with Ed Code to emphasize alternative methods of correction rather than suspension. This matrix allows for a more structured and consistent approach to discipline, promoting restorative practices over punitive actions;
3. Professional Development for principals on alternative disciplinary practices to foster a school culture of support and intervention rather than exclusion;
4. Foster Youth Support that involved working closely with the DA and other community partners to develop more effective alternatives. Foster youth were Red on the California Dashboard, but improved to Yellow status as a result of this additional support; and
5. Ongoing monitoring that included regular communication with school sites to ensure that there was continuous monitoring of foster and homeless students to prevent them from falling back into the DA system and ensure that their unique needs were met proactively.

CURRICULUM:

The Curriculum Department played a pivotal role in providing professional development in the areas of ELA, Math, and a variety of research-based instructional strategies. Their focus was to equip teachers with best practices aimed at improving student achievement. In collaboration with other Educational Services departments, they designed and delivered informative professional development sessions that catered to both elementary and secondary educators. Additionally, the Administrator of Multilingual Student Services provided specialized guidance for teachers of English Learners (ELs) in these professional development plans. This role is further supported by a dedicated team of Teachers on Special Assignment (TOSAs), who work directly with educators to implement effective instructional practices for all levels of ELs. For the 2024/25 school year, there was an emphasis on Long-Term English Learners (LTELs) and Newcomers, ensuring that their unique needs were met with tailored, research-based strategies.

LEARNING RECOVERY EMERGENCY BLOCK GRANT:

Required by Education Code 35526(d), we are to share that we have unexpended dollars from the LREBG, which is a grant that we received to support any long-term learning loss during this recovery period from the COVID-19 pandemic. We conducted a needs assessment that reviewed our need for improvement in three specific areas; English Language Arts, mathematics and chronic absenteeism. Our needs assessment demonstrated that our student groups that require an evidenced based approach are: foster youth, homeless, African-American and Long-term English learners. These subgroups demonstrated decline or maintained a low level of achievement that require additional supports to make change happen. In addition, our students with special needs also showed up on our needs assessment at low achievement level, and are considered in need of receiving supports, although they are showing increases across the district. To address the area of low English Language Arts (ELA) and math, we are using the LREBG funds to support the elementary sites in reducing adult to student ratios through additional instructional assistants for general education (Goal 1, Action 6) and also provide small group targeted intervention to work on the fundamentals of ELA and math. For the area of chronic absenteeism, our Office of Student and Community Services has implemented the use of resources from Attendance Works for Tier 1 level support to combat Chronic Absenteeism. We are noticing a higher than normal rate of behavior issues at the elementary sites that can result in poor attendance. The implementation of Behavioral Support Aides (Goal 3, Action 7) that can be dispatched to the sites where one or more students are facing behavioral and emotional breakdowns, has been a resource funded through the LREBG to provide support for student and staff. The purpose of the Behavioral Support Aides (BSA) is to work with a student directly to determine how to support them in learning how to regulate themselves to properly participate in the learning environment safely, calmly and successfully. The next outcome of using the BSA, as they are learning

about the student and their behavior, is to train staff working directly with the student on strategies that will yield positive results. This will result in the removal of the BSA who can then move on to another student in another school. The additional staff in both of these actions are in place, and our plan is to keep them through the 2027-28 school year when the LREBG funds expire.

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Orange Unified School District remains dedicated to preparing each student for success in college, career, and life, underscored by rigorous academics and community partnerships. In our commitment to ongoing improvement, staff, and educational partners engaged in thoughtful reflection on the data and practices from the 2023-2024 school year to address the unique needs of students across our district. We have restructured our Plan to reflect the California Dashboard, a change from the previous alignment to our district strategic plan. The goals, actions, services, and expenditures for the 2024-2025 OUSD LCAP are aligned with state and local priorities, shaped significantly by feedback from our educational partners.

The district saw many successes including the following:

Orange USD made positive improvements on the 2022-2023 CAASPP assessments. Overall, there was an increase in the Met or Exceed standard by 2.2% in ELA and 3.88% in Math, the highest gain among all unified school districts in Orange County. Highlights from 2022--2023 CAASPP testing include the following:

1. English Language Arts - OUSD tested 10,728 students; 9 points above standard; maintained Yellow; above State average of 13.2 points below standard (Orange)
2. Mathematics - OUSD tested 10,775 students; 22 points below standard, but showed an increase of 8.2 points placing in Green; above the State average of 47.6 points below standard (Orange)
3. Chronic Absenteeism - 14.4% of All Students considered chronically absent which represents a decline of 6.4% from previous year
4. English Learner Progress in Green on the Dashboard, with 52.6% of ELs making progress toward English language proficiency. This was a 6.5% increase from the previous year.
5. No schools were identified for Comprehensive Support and Improvement (CSI).

There was a significant improvement in Math, with twenty-four of our schools showing significant increase in this area. Educational Services continued to focus on math for district professional development during the 2023/24 school year. Elementary training focused on Visible learning in Mathematics and Secondary training centered around Building Thinking classrooms. This will continue into the 2024/25 school year. In addition, OUSD has significantly fewer schools in ATSI than in the previous year. We attribute this to an in-depth analysis of our dashboard data that allows principals to fully understand what is needed to show growth.

While OUSD experienced notable successes, several challenges emerged in the past three years, both within our district and at school sites. Despite showing some growth in student results on the CAASPP, our desired outcomes were not fully achieved. Data shows that there is still much work to be done supporting English Learners especially in ELA. A focus will be directed towards Long Term English Learners and Newcomers in 2024/25. Nine schools are currently identified as ATSI:

OUSD Home School - Hispanic/Chronic Absenteeism; ALL/Chronic Absenteeism

Richland HS - English Learners/Suspension, College/Career, Students w/Disabilities/Suspension; ALL/Math, College and Career, ELPI; SED/Math, College and Career; Hispanic/Math, College and Career

California Elementary - Students w/Disabilities/Chronic Absenteeism, White/Chronic Absenteeism

Fletcher Elementary - Students w/Disabilities/Chronic Absenteeism

Lampson Elementary - Students w/Disabilities/Chronic Absenteeism
Palmyra Elementary - White/Chronic Absenteeism; EL/Chronic Absenteeism
Prospect Elementary - Students w/Disabilities/Chronic Absenteeism, Math, ELA; AA/Chronic Absenteeism; English Learners/Chronic Absenteeism; Students w/Disabilities/Chronic Absenteeism; Hispanic/Chronic Absenteeism
Cerro Villa Middle - English Learners/Suspension, ELA, Math; Students w/Disabilities/ELA, Math; White/Chronic Absenteeism; SED/Suspension; Hispanic/Suspension
Portola - English Learners/Chronic Absenteeism, ELA, Math; Hispanic/Chronic Absenteeism, Suspension, ELA, Math; Students w/Disabilities/Suspension, ELA, Math; Hispanic/ELA, Math, Chronic Absenteeism, Suspension

Additionally, we observed the following:

1. A total of 4,103 students in TK-12th grade were tested on the ELPAC. OUSD scored higher than the State of California on Levels 2, 3 and 4. OUSD scored 5% lower than the State on Level 1. We consider this to be a challenge and are working to improve services to and best practices for our Newcomers. Our next steps include an ongoing focus with middle and high schools to better support Long Term English Learners, implementation of the English Learner Best Practices Tool to measure student engagement, reflection on data to analyze growth and plan for improvement, increased utilization of ELPAC interim assessments, and increased teacher professional development opportunities.
2. For our special education populations, 16 schools increased their Met or Exceed Standard percentage in ELA, and 17 schools increased this percentage in Math. This is a success, as we continually strive to improve the academic achievement and growth for our students with special needs. The next steps include monthly principal data chats specifically centered on this subgroup, monthly student achievement action plan meetings, utilizing SBAC and CAA Interim Assessments and Accommodations, and providing professional development on assessment standards as they relate to special education.
3. Foster Youth is identified for technical assistance (DA) in the area of suspension, ELA and Math. To improve performance in these areas for this subgroup, Student Community Services will continually monitor suspension rates and work collaboratively with the group home or foster family to improve the situation. They are also working with site administration to support in this area.

The 2023 California Dashboard yields the following data:

Schools within OUSD that received the lowest performance level on one or more state indicators:

Sycamore Elementary - Chronic Absenteeism
Prospect Elementary - Chronic Absenteeism
Portola Middle School - Chronic Absenteeism, Mathematics
Yorba Middle School - Chronic Absenteeism, Suspension Rate
Richland High School - EL Progress, College/Career, Mathematics
Orange High School - Mathematics
EDGE - Chronic Absenteeism
Home School - Chronic Absenteeism

Student groups within OUSD that received the lowest performance level on one or more state indicators:

Foster Youth - Suspension Rate, ELA, Mathematics

Student groups within a school that received the lowest performance level on one or more state indicators:

California Elementary: Students w/Disabilities - Chronic Absenteeism; White - Chronic Absenteeism
 Cambridge Elementary: English Learners - ELA
 Crescent Elementary: English Learners - Chronic Absenteeism
 Esplanade Elementary: Students w/Disabilities - ELA
 Fairhaven Elementary: Students w/Disabilities - Mathematics
 Fletcher Elementary: Students w/Disabilities - Chronic Absenteeism
 Imperial Elementary: Students w/Disabilities - Chronic Absenteeism, ELA, Mathematics; SED/Chronic Absenteeism; Hispanic/Chronic Absenteeism
 La Veta Elementary: Students w/Disabilities - Chronic Absenteeism, Mathematics; White/Chronic Absenteeism
 Lampson Elementary: Students w/Disabilities - Chronic Absenteeism
 Linda Vista Elementary: Two or More Races - Chronic Absenteeism
 Nohl Canyon Elementary: Students w/Disabilities - Suspension Rate
 Palmyra Elementary: English Learners - Chronic Absenteeism; White - Chronic Absenteeism
 Prospect Elementary: All Students - Chronic Absenteeism; English Learners - Chronic Absenteeism, Socioeconomically Disadvantaged - Chronic Absenteeism; Students w/Disabilities - Chronic Absenteeism, ELA, Mathematics; Hispanic - Chronic Absenteeism
 Sycamore Elementary: All Students - Chronic Absenteeism; English Learners - Chronic Absenteeism; Students w/Disabilities - Chronic Absenteeism, ELA
 Taft Elementary: Students w/Disabilities - ELA
 Villa Park Elementary: Socioeconomically Disadvantaged - Chronic Absenteeism; Students w/Disabilities - Chronic Absenteeism; Hispanic - Chronic Absenteeism
 West Orange Elementary: Students w/Disabilities - Chronic Absenteeism

Cerro Villa Middle School: English Learners - Suspension Rate, ELA, Mathematics; Students w/Disabilities - ELA, Mathematics; Hispanic - Suspension Rate; White - Chronic Absenteeism; SED/Suspension
 Portola Middle School: All Students - Chronic Absenteeism, Mathematics; English Learners - Chronic Absenteeism, ELA, Math; Socioeconomically Disadvantaged - Mathematics, Chronic Absenteeism; Students w/Disabilities - ELA, Math, Suspension; Hispanic - Mathematics, ELA, Suspension, Chronic Absenteeism
 Yorba Middle School: All Students - Chronic Absenteeism, Suspension; English Learners - Chronic Absenteeism, Suspension Rate, ELA; Socioeconomically Disadvantaged - Suspension Rate; Students w/Disabilities - Chronic Absenteeism, Suspension Rate; Hispanic - Chronic Absenteeism, Suspension Rate

Canyon High School: Students w/Disabilities - ELA, Mathematics
 Orange High School: All Students - Mathematics; English Learners - ELA; Socioeconomically Disadvantaged - ELA, Mathematics; Students w/Disabilities - College/Career; Hispanic - Mathematics
 Villa Park High School: English Learners - Suspension Rate, ELA, Mathematics; Students w/Disabilities - Suspension Rate, ELA
 Richland Continuation High School: All Students - ELPI, Mathematics, College and Career; English Learners - Suspension Rate, College/Career; Socioeconomically Disadvantaged - College/Career Mathematics; Students w/Disabilities - Suspension Rate; Hispanic - Mathematics, College and Career
 OUSD EDGE: All Students - Chronic Absenteeism; Socioeconomically Disadvantaged - Chronic Absenteeism; Hispanic - Chronic Absenteeism; White - Chronic Absenteeism, Mathematics

OUSD Home School: All Students - Chronic Absenteeism; Hispanic - Chronic Absenteeism

Actions that directly address these groups are:

Goal 1, Actions 1.3, 1.4, 1.7, 1.9

Goal 2, Actions 2.3

Goal 3, Actions 3.3, 3.4, 3.5, 3.7 3.16, 3.19

Goal 4 (Equity Multiplier), Action 1 (specifically for Richland Continuation and CDS)

OUSD is addressing the identified needs of student groups and schools within the LCAP through the following means:

The Executive Director of Student Achievement meets with the principal at every site after the release of data to review the California Dashboard, specifically to discuss areas of strength and concern. The Director creates a table for each site that includes percentages needed to move to the next color and what needs to happen in order to not move down a color. For example, to address a Red for Chronic Absenteeism for Students with Disabilities at a specific site, she would include in the plan, "School declined by 3% from last year. The site cannot have more than 16 students who are chronically absent in order to move out of Red." The Director and the Principal work collaboratively to develop a plan based on these comments that includes what the site needs to do and which students, specifically, are the target for the specific action. Mid-year checks will occur sometime in January, 2025 to make adjustments as needed. Each school site also has a watch list of areas and subgroups that could potentially move negatively. A corresponding action for these "watch list" group is also discussed with each principal.

The Executive Director of Curriculum (and team) provide professional development in the areas of ELA and Math to support our teachers with best practices to improve student achievement in these areas. She collaborates with the Administrator of Instructional Mentoring to create informative sessions that are appropriate for elementary and secondary teachers. The Administrator of Multilingual Student Services specifically provides input for teachers of English Learners in these professional development plans and also works with a team of TOSAs to provide direct support to teachers in practices to enhance instruction for all levels of ELs, with an emphasis in 2024/25 on LTELs and Newcomers.

The Office of Student and Community Services (SCS) addresses the needs of all students in the district, including Homeless and Foster Youth. This department has created a spreadsheet for every school site that include students who are chronically absent and those near the threshold of becoming chronically absent. A Coordinator from SCS meets with every site principal to review the list of students and discuss how they may be of assistance in getting the student to school. For example, in extreme cases, SCS will do a home visit and meet with the family to discuss attendance and develop a plan for getting to school on a regular basis. The Coordinator for Foster Youth reaches out to all foster families to ensure there is an understanding of school attendance and provides any supports needed to assist the family. SCS also has a Psychologist on Special Assignment who is available to work with any families who need social/emotional/psychological support for a child so that they can attend school consistently. Mental health counselors at all sites is an integral part of our LCAP. Support in this area is always a top priority for parents/families on our annual survey and in focus groups.

OUSD received the California Community Schools Partnership Program grant, Cohort 1, in the 2022/23 school year. Schools in this Cohort 1 include California, Cambridge, Esplanade, Fairhaven, Handy, Jordan, Lampson, Prospect, Sycamore, Taft and West Orange. Cohort 2, Portola Middle School and Yorba Middle School, began implementation in 2023/24. An application was submitted for Palmyra Elementary

and Orange High School for Cohort 3 in the 2023/24 school year, for implementation beginning in 2024/25. As of April, 2024, there has been no notification from CDE regarding the status of the grant for Cohort 3 applicants. Our implementation grants include adding a Community Lead for each school. This position is crucial in connecting with families and the broader school community.

Reflections: Technical Assistance

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

Orange Unified continues to receive technical assistance (DA) from the Orange County Department of Education for students designated as foster youth based on the results of the 2023-2024 California School Dashboard. Results indicate that Foster Youth has a 28.6% rate of Chronic Absenteeism, a 5.4% decline from the 34% rate on the 2023 Dashboard. Foster Youth remains in the Orange band, but this percentage reflects the second year of a decline in the number of chronically absent foster youth. Through continued collaboration with OCDE and intensive support from sites and the Office of Student and Community Services, OUSD remains confident that the decline will continue into the 2025/26 school year.

Working alongside the OCDE DA team, the Department of Student Achievement and Technology initially developed three actions to address Differentiated Assistance for our Foster Youth subgroup. Action 1 included collaborating with IT to develop the LTEL subgroup on all dashboards in order to analyze the data and create a plan for all, including Foster Youth. During the 2024/25 school year, OUSD worked with IT to build the Foster Youth subgroup into all district dashboards. This enhancement allows for disaggregated data analysis and has informed our planning efforts. This was completed in March, 2024. MMARS integration was completed, and projection data was successfully generated by August, 2024.

Action Two involved sharing of the LTEL Plan/Results with all sites at a scheduled Principals' meeting. It also included developing a Foster Youth Plan. The Foster Youth Plan and related data were shared with all sites during the principal data chat. This ensured site-level awareness and alignment with the district's strategy. Action Two was completed in May, 2024.

Action 3 included developing the Foster Youth Plan. Using the MMARS projections, a monitoring group, including the Foster Youth Plan was created. Action Three was completed in August, 2024.

Our 2024 California Dashboard data in the Foster Youth subgroup indicates we are Yellow in Suspension Rate, a 6% decline from the previous year. Foster Youth remain in Red for ELA and Math. An analysis of the data indicated that in order to change color in Suspension Rate (15.80%), we need to decline by 2%. The 6% decline, indicates positive movement for suspension of Foster Youth. For ELA and Math, Foster Youth maintained Red status, with a 13.6% decline in ELA and a 17% decline in Math performance. The Coordinator of Foster and Homeless Youth and the Executive Director of Student Achievement continue to work collaboratively to monitor the data to check on progress of this subgroup and develop strategies for improvement.

To address our one school that was identified for CSI in 2022/23 (Cambridge Elementary), the Executive Director of Student Achievement met with the site principal to review the data from the California School Dashboard. Cambridge Elementary was successful in making improvements to exit CCI. Orange Unified has no schools identified CCI for 2024.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Community Schools Steering Committee	In an effort to be transparent regarding additional funding and services to some sites, OUSD included the Community Schools Grant into the LCAP. During steering committees, actions were discussed that might eventually braid funding after the duration of the grant. Meetings were held on the following dates: October 1, 2024 December 3, 2024 February 25, 2025 April 22, 2025 May 27, 2025
District Curriculum Council (DCC)	Curriculum Council consists of teachers, staff and administrators to collaborate on matters of curriculum, adoptions and other school needs. LCAP actions are part of the discussion as many of the topics are part of actions within the LCAP. The Curriculum Council met on the following dates: September 24, 2024 October 29, 2024 January 28, 2025 February 25, 2025 April 29, 2025 May 15, 2025

Educational Partner(s)	Process for Engagement
	Regular LCAP updates were provided to the Council by our Assistant Superintendent of Educational Services at the beginning of each meeting. The Council provided ongoing input in the areas of curriculum and professional development.
District Advisory Committee (DAC)	OUSD participates alongside parents and community members in the District Advisory Council (DAC). DAC consist of parent representatives from each school, and they learn about the LCAP process and provide input on the actions. Members provide input through the LCAP survey. They also gave input on the LCAP survey itself and its effectiveness on reaching all educational partners. DAC members discuss the overall implementation and effectiveness of state and federal programs in OUSD. OUSD District Staff consulted with the District Advisory Committee (DAC) and shared which actions within the LCAP are currently focused on academic support and intervention. Parents were asked to provide feedback on what continues to be a high priority districtwide and at their school sites in order to close achievement gaps. After-school enrichment, continued communication between school and home and counselor support at each site were priorities. DAC met on the following dates: October 23, 2024 January 22, 2025 March 19, 2025 May 21, 2025
District English Language Advisory Committee (DELAC)	DELAC, which is comprised of parent representatives from each school site attended several meetings throughout the year to receive information on the LCAP, goals, and actions. They learn about Title I programs and academic support programs for all students, including services for English Learners and Long-Term English Learners. They provided valuable feedback in person, via online surveys, and through activities conducted at the meetings. Parents participated in group discussions where they focused on the strengths and needs of their schools as they relate to academic support and intervention. Within parent discussions, parents emphasized the need for parent spaces at their school sites that give them access to parent workshops,

Educational Partner(s)	Process for Engagement
	resources, and information needed to support students' academic success. DELAC parents also stressed the need for after-school tutoring and the desire for continued parent/family workshops. DELAC meetings occurred on the following dates: September 20, 2024 December 13, 2024 February 21, 2025 March 21, 2025 May 16, 2025
Early Learning Parent Advisory Committee	Early Learning is an integral part of our LCAP plan as OUSD builds a foundation for supporting children 0 to 5 years old. Input from parents, teachers and administrators is critical in how we structure programs and facilities to meet the needs to a younger demographic. Actions were added to the LCAP to support teachers with professional development focused on this age group. Meetings were held on the following dates: December 18, 2024 February 26, 2025 May 29, 2025
Educational Technology Advisory Committee (ETAC)	The Office of Educational Technology meets with parents, teachers, district department admin, site admin and students to better understand the technology needs of students, including software and apps, emerging technologies both at school and at home. Their input provides feedback to support funding on a variety of programs across the curriculum. The ETAC committee met on the following dates: November 21, 2024 January 16, 2025 May 1, 2025 June 5, 2025
Foster Connections (Foster Youth)	OUSD receives Technical Assistance for our Foster Youth in the area of Chronic Absenteeism. Feedback from foster parents and agencies

Educational Partner(s)	Process for Engagement
	help OUSD to include actions in the LCAP directly related to supporting these students. Supplies and mentors are two examples of actions that principally support our foster youth. The committee met on the following dates: September 18, 2024 November 6, 2024 February 12, 2025 April 23, 2025 May 1, 2025
Gifted and Talented Education (GATE) Community Advisory Committee	Parents of Gifted and Talented Students are invited to attend GATE meetings to give input on the needs of these students. GATE enrichment and assessment are included as actions within the LCAP. The GATE committee met on the following dates; October 14, 2024 January 27, 2025 March 24, 2025 The GATE CAC received regular LCAP updates, and input was solicited on curriculum, instruction, assessment, and teacher preparation. GATE screening takes place annually in February and March. Students must attend or reside in the Orange Unified School District. Mission Statement The Gifted & Talented Education Community Advisory Committee of the Orange Unified School District shall encourage the ongoing participation of parents of gifted and talented students in supporting GATE programs. Responsibilities of the CAC: The OUSD GATE CAC shall carry out the following responsibilities: Collaborate with the district administrator to provide parent education related to gifted education to staff, parents, and community members.

Educational Partner(s)	Process for Engagement
	Encourage parents to participate in the GATE CAC, which shall meet on a regular basis (approximately 4 times a year). Representation: The GATE CAC shall include parents of GATE identified elementary or secondary Honors/AP/IB students. The GATE CAC shall be open to all parents regardless of sex, race, gender, ethnicity, age, or family status. Each parent representative is considered a member. Meetings are public and open to attendance by any interested OUSD parent. This is a voluntary committee. Membership and participation have no impact on a child's GATE identification, or eligibility to participate in any Orange Unified GATE program.
TK-12 Principals' Meetings	Our district engaged Principals/ Administrators through monthly district Principals' Meetings, both elementary and secondary to have meaningful conversations around the LCAP services/ actions and to gather feedback/input to ensure the Cycle of Continuous Improvement. Ongoing collaboration with administration focused on the need for students to receive more academic support such as intervention, summer enrichment, tutoring; professional development for teachers on effective instructional strategies, integration of technology and state standards; mental and behavioral support; school counselors support; and college and career exposures. TK-12 principals met on the following dates: September 17, 2024 November 19, 2024 December 17, 2024 January 21, 2025 February 13, 2025 March 13, 2025 April 18, 2025 May 20, 2025
Multilingual Site Advisors	Each school site in Orange Unified has one Multilingual Site Advisor. The function of this role is to attend meetings afterschool, or with sub

Educational Partner(s)	Process for Engagement
	release time. At the meetings the Advisors receive professional development to support Multilingual Learners. Advisors return to their school sites and through established processes share these strategies with their staff. They are also responsible for processing English Learner data to reflect on goals and anticipate gaps and areas of strength. Elementary Meeting Dates: September 4, 2024 October 2, 2024 November 6, 2024 December 4, 2024 January 15, 2025 February 5, 2025 March 5, 2025 May 7, 2025 Secondary Meeting Dates: August 27, 2024 September 24, 2024 October 22, 2024 November 19, 2024 December 10, 2024 January 21, 2025 February 25, 2025 March 25, 2025 April 29, 2025 May 13, 2025
Special Education Community Advisory Committee (CAC)/SELPA (Special Education Local Plan Area)	SELPA administrator participated in meetings to provide feedback about LCAP actions pertaining to students with disabilities. LCAP actions/updates were discussed with area SELPA on the following dates: October 31, 2024 April 15, 2025

Educational Partner(s)	Process for Engagement
	CAC Parent Trainings: November 13, 2024 March 20, 2025
Superintendent's Forum (OUSD Staff only)	The Superintendent's Forum meets regularly to provide updates to staff on pertinent issues in the district. The superintendent solicits feedback from participants which he shares with all departments on areas that impact actions in the LCAP. The meetings took place on the following dates: September 4, 2024 November 6, 2024 February 5, 2025 March 5, 2025
Meeting with Collective Bargaining Units	Association educational partners, including those at sites receiving the equity multiplier funding, provided input on their priorities to better address the actions and services aligned to conditions of learning, engagement, and student outcomes. Meetings were held with association leaders on the following dates: CSEA- May 22, 2025 OUEA- May 28, 2025
Educational Services Meetings (OUSD District Staff only)	Meetings were held monthly with all ed services administration responsible for their respective goals and actions within the LCAP to discuss the levels of implementation of the goals/actions, effectiveness or ineffectiveness of the goals/actions, and plans for changes or improvement to the goals/ actions. The ongoing collaboration with directors and administrators informed the LCAP Midyear Reporting in addition to the development of the new 2024-2024 LCAP. Ed Services meetings were held on the following dates: August 5, 2024 September 9, 2024 October 4, 2024 November 4, 2024

Educational Partner(s)	Process for Engagement
	December 9, 2024 February 3, 2025 April 14, 2025 May 12 2025 June 23, 2025
Equity Multiplier	The following was completed for the continuation of Equity Multiplier funds for Community Day School (CDS) and Richland Continuation High School: 1.) The district notified the respective schools and site administrators of renewed funding 2.) Executive Director of Technology and Student Achievement met with the two schools to discuss the non-stability rates and the lowest performance areas as indicated on the California School Dashboard. For CDS, discussion focused on local indicators, as no Dashboard data was available 3.) The follow up consultation meetings with Richland included collaboration with the Director of Accountability, Administrator of Multilingual Services and the site administrator. Together, the team reviewed the Dashboard data and discussed the low performance areas and strategies for improvement, specifically focusing on English Learners and Long-term English Learners in order to review and edit (if necessary) the focus goal in the LCAP. The site administrator met with leadership team and school site council (SSC) to share the goal and provided opportunity for feedback/ input. 4.) The follow up consultation meeting for Community Day School included collaboration with Executive Director of Technology and Student Achievement, Director of Accountability, Administrator of Multilingual Services and the site administrator. Together, the team reviewed local data as no Dashboard data was available due to the small number of students. Engagement and attendance was determined to be the main areas of focus. The team created the focus goal in the LCAP (Goal 4) to expose students to dual enrollment courses at Richland and additional counseling at both sites. 5.) At the district committee meetings–DAC and DELAC, information about Equity Multiplier fundings and eligible schools was presented.

Educational Partner(s)	Process for Engagement
	6.) Both CDS and Richland have a School Plan for Student Achievement (SPSA) to address specific data, strengths and challenges for their site. These are fluid documents that are completed in collaboration with teachers, SSC, and ELAC. The team met for Richland on the following dates: SSC: October 18, 2024 February 6, 2025 ILT: November 10, 2024 December 11, 2024 February 25, 2025 The team met for CDS met on the following dates SSC: April 9, 2024 October 10, 2024 November 6, 2024 February 20, 2025 ILt: September 4, 2024 October 2, 2024 November 20, 2024 January 22, 2025 February 19, 2025 March 20, 2025
Student Achievement Committee	Teachers from the Elementary, Middle, and High School levels were invited to participate in the Student Achievement Committee. This committee was established to provide educators with the opportunity to actively learn about various assessments, including interim assessments, i-Ready Diagnostics, and Smarter Balanced Summative Assessments. Members of the committee were trained in

Educational Partner(s)	Process for Engagement
	analyzing and sharing assessment data with their respective sites to support informed educational decision-making. The committee's responsibilities include making assessment recommendations, reviewing and approving the District Assessment Calendars, and reporting on student achievement from their school sites. The Student Achievement Committee receives regular LCAP updates, and input was solicited on curriculum, instruction, assessment, and teacher training of various assessments and curriculum. The meeting schedule for the year is as follows: Elementary: October 10, 2024 November 19, 2024 January 14, 2025 February 4, 2025 March 25, 2025 April 8, 2025 Secondary: October 1, 2024 November 21, 2024 January 16, 2025 February 6, 2025 March 13, 2025 April 10, 2025
Student Engagement	Students voluntarily participated in the on-line LCAP survey. The survey is specific to elementary and secondary to ask relevant questions to each group. The Office of Student Achievement coordinates the survey and analyzes the qualitative responses in order to share with school sites, various committees, i.e., DELAC, DAC and CCSPP Steering Committee, and the Board of Education. OUSD partners with OCDE to analyze quantitative data and provide various graphs and reports, also shared with committees and the Board.

Educational Partner(s)	Process for Engagement
	The survey window was open from 10/18/24 through 1/17/25.

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

Orange Unified School District strategically planned educational partner engagement meetings for the purposes of informing the District’s LCAP. The process began at the onset of the school year, and concluded with the presentation to the Board of Education. The educational partners consist of, but are not limited to, students, teachers, principals, other school personnel, local bargaining units, parents, community members and other advisory groups such as District Advisory Committee, the District English Learner Advisory Committee, the Superintendent's Forum, Curriculum Council, Educational Technology Advisory Council, Foster Connections and GATE Community Advisory Committee. The overall engagement process included efforts to reach our educational partners with limited internet access and/or those who spoke languages other than English. During these meetings, partners provided input that was disaggregated and analyzed by district staff before finalizing the LCAP. Community voice was critical and, as such, the District engaged with partners in the 2024-25 school year through a variety of methods. Those methods included in-person meetings, remote and virtual meetings, Board presentations, and live streaming of Board meetings. Additionally, the District administered surveys, conducted focus groups, responded to telephone calls, sent, and responded to electronic emails, mailed letters to applicable groups, and transmitted messages via the District’s communication system.

Each school site conducted at least one in-person or virtual focus group discussion to dialogue about areas of success and areas in need of improvement. This two-way communication proved a valuable asset not only in LCAP planning, but also in providing principals with valuable information to inform School Plans for Student Achievement. The District Advisory Committee, District English Learner Advisory Council, and Special Education Community Advisory Committee were invaluable in ensuring that our LCAP is reflective of our district vision for our educational programs and representative of the needs of our significant subgroups. A district wide on-line survey of parents, students and staff was once again distributed to gain additional information to formulate the goals and actions of our LCAP. Additionally, information was posted on the OUSD website and on social media to inform our educational partners regarding the survey. Phone messaging was used to reach out, and the survey was posted on the OUSD web page, promoted in administrative and parent meetings, via social media and phone messaging and was published in English, Spanish and Vietnamese. Our students in grades 5 through 12 accessed the survey digitally on the MyOUSD Dashboard. The format featured personalized questions based on the grade span of the student. We continued offering a different survey to our elementary and secondary students to capture the unique points of view at the different grade levels. Our Technology and Student Achievement Department provided sites with weekly updates on number of respondents to the survey to help administrators monitor and promote the survey. The results of the survey were analyzed and shared with partners, including parents, teachers, administrators and other staff.

The Curriculum department met with different focus groups this year that involved a variety of educational partners (staff, parents, community members, business partners) including focus groups around Career Technical Education (CTE), Gifted and Talented Education (GATE), and the District Advisory Council (DAC). Curriculum Council also gave input and staff completed surveys to provide additional feedback. The Curriculum department met regularly with their CTE Partnership with Orange County Department of Education (OCDE), Santa Ana Unified

(SAUSD), and Garden Grove (GGUSD) for input. CTE Sector Advisory meetings were held to gather input from staff and business partners and the CTE Advisory Committee met to gather input from staff, parents, business partners and post-secondary partners.

Student and Community Services (SCS) met with various county agencies and community members throughout the school year. Partnering with social services, OCDE, Guardian Scholars at local universities and community colleges, we received support on graduation and FAFSA completion. Foster Connections met multiple times during the year to discuss topics relevant to caring for our foster youth students in the OUSD educational system. Bi-monthly meetings with Friendly Center (local resource agency) were held to collaborate with supporting our McKinney-Vento families and providing them services/support to help increase attendance and basic needs.

In the Spring, all departments collaborated to review the actions and discuss whether any changes were necessary based on funding and educational partner input. In some cases, actions were combined to create a more substantial, all encompassing action. The Technology and Student Achievement Office shared LCAP survey and school focus group data so the Ed Services team could create, change or eliminate actions, as appropriate. Last year's actions, Action 1.13, Support for English Learner Best Practices, and 1.26, Individual Site LTEL Support were combined with Action 1.1, EL and Academic Language Professional Development for this new LCAP. This was done to create one comprehensive action that details professional development and personnel support for English Learners (EL) and Long-term English Learners (LTEL). This includes the LTEL protocol and EL Observation Tools created to inform teachers and administrators on professional development needs necessary to improve EL student outcomes. 1.06, LREBG, was created to address the block grant that funds the behavior specialists supporting students across the district. Action 3.12, High Quality Educators and Staff, is a new action created to include staff districtwide whom are not already included in the LCAP. This was done to add financial transparency to the LCAP. Action 3.16, Foster Connections, was embedded into Action 3.4 since it is part of the overall support for Foster Youth through help with academics, school engagement and access to much needed resources. Action 3.19, Foster Youth Outreach, was eliminated as a stand alone action, but combined with Action 3.3, Foster Youth Coordinator, as the outreach for foster youth is coordinated and supported by the Coordinator of Foster and Homeless Youth. Finally, Action 3.24, Facilities Support, was moved to 3.16 to be included in a new action that encompasses all infrastructure, maintenance, operations and transportation as well as human resources and business departments. The rationale for this action is the same as 3.12, creating transparency for partners to better understand funding for these areas.

SPED Community Advisory Committee (CAC) meetings included parents and families of students with disabilities who provide valuable input into the strengths and challenges of this program. Their input solidified the need for Instructional Specialist support to work with the special education teachers on implementation of curriculum, engagement strategies and specialized techniques for students with disabilities. This remains an action within Goal 1 of the 25/26 LCAP. Through CAC meetings and in the LCAP survey, the desire for psychologists was expressed and remains a priority in the LCAP, as well. Along with psychologists, support staff, i.e., liaisons and coordinators work directly with families as a means to provide proper communication for IEPs and support for students and families throughout the year.

OUSD continues to participate in the Community School Partnership Program grant (CCSPP). Cohort 1 began implementation in 2022/23 and consists of California, Cambridge, Esplanade, Handy, Jordan, Lampson, Prospect, Sycamore, Taft and West Orange. Cohort 2, consisting of Portola Middle and Yorba Middle, began implementation in 2023/24. The application for Cohort 3 was approved in May, 2024, providing Community School funding for our two remaining Title I sites, Palmyra Elementary and Orange High School. Grant funds were used to add a Community Lead and Counselor for each site. Based on feedback on the LCAP survey and the Climate Survey, school counselors are a top priority. Although these are funded through CCSPP and not LCFF, they support Action 3.6 in our LCAP. The Community Lead provides resources to our students and families that vary from basic needs to academic tutoring. They also present

workshops based on topics of interest generated from our parents and families. Our grant funded Community Schools have also organized themselves so that they can support all remaining schools in the district in providing resources for students and families as needed. OUSD considers all of our schools Community Schools (some with grant funding, some not) that work to enhance the academic and social wellness of students, families and surrounding neighbors.

The on-line LCAP survey generated 21,263 responses in the window from October 18, 2024 through January 17, 2025. There were 5,533 elementary student responses, 5,543 secondary student responses, 8,376 parent/community member responses and 1,811 staff member responses. The key takeaways from the survey included increased focus on college and career readiness, emphasis on professional development, increase security and improved infrastructure, and added parent services and supports. The feedback directly correlates to actions included in the 2025/26 LCAP with actions that involve strengthening CTE outreach and college counseling, STEM/arts/support programs for all students, bilingual resources and workshops for families, additional mental and emotional support services for students, and expansion of professional development for teachers. Qualitative responses expressed concerns about school infrastructure, such as playgrounds, classrooms, and overall maintenance. Families included comments focused on curriculum, student learning and academic outcomes. Extracurriculars, including sports, arts, music and clubs were highlighted amongst parents and students. A need for effective and transparent communication between schools and families was noted, and finally, safety and security were both significant concerns among the surveyed groups. The OUSD 25/26 LCAP continues to include actions for academics, outreach, parent engagement and school safety. Updates in the area of communication was consistent among all school sites and represented a change from the 24/25 LCAP to the 25/26 LCAP with an action included for a universal communication platform amongst all school sites. To add transparency to the document, OUSD will include all State and Federal funds in the 25/26 document. The LCAP is updated yearly to reflect the input gathered in this survey.

Equity Multiplier funding for two schools in OUSD (Richland Continuation High School and Community Day School) allowed for additional engagement from educational partners at the district and school levels. Each of the sites met with students, staff and parents to share how the funds were generated and the requirements that they be spent on evidence-based services and supports for students at the school sites. The discussions centered around how to motivate the students to come to school which addresses chronic absenteeism and ultimately access to broad course of study and A-G participation. The input contributed towards the following actions at Richland: utilizing a district TOSA to train teachers on GLAD strategies, adding an extra section for a certificated teacher to facilitate a dual enrollment class (Counseling 100), and providing an additional counselor to address attendance and PBIS. Community Day School will dedicate their funds to add a part time counselor to work directly with students to support emotional and social needs.

The Director of Accountability presented the draft of the LCAP to the District English LAC on May 16th, 2025 and the District Advisory Committee (DAC) on May 21st, 2025. The presentation encompassed the LCAP process, fiscal updates, educational partner feedback with emerging themes based on the feedback of stakeholder groups, and an opportunity for written feedback regarding the 2025-26 LCAP draft. A copy of the 2025-26 LCAP draft was available to the committee members for their review. They were then given opportunities to write questions and comments to the Superintendent regarding the LCAP draft at both DAC and DELAC meetings. The Superintendent then responded to all of the questions posed by the various educational partners in writing, when appropriate. The document, with answered questions and comments, was translated and uploaded to our OUSD website for our District English Learner Advisory Committee. The public hearing date for the 2025-2026 LCAP was May 21st, 2025 with local Board approval on June 18th, 2025.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Performance: Orange Unified is focused on continuous improvement of student academic outcomes to prepare them for success for college and/or career.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through ongoing data analysis, both formative and summative throughout the year, our students show a need for a continued and deliberate focus on creating and establishing equitable systems to improve overall student outcomes. Academic data from our 2023 and 2024 Smarter Balanced Assessments (state testing) showed that mathematics continues to be an area of concern across most grade levels and among specific student groups such as our Foster Youth, who also have needs to be met in English Language Arts. This student group has put us into Differentiated Assistance with the State of California. Overall our English Language Arts assessments showed that we continue to grow, but as we review our local data through the Differentiated Assistance guidance from Orange County Department of Education, we know our groups such as our students with special needs, English Learners, homeless, and economically disadvantaged are the most vulnerable and require additional supports to improve overall student outcomes. We also continually reflect on course offerings to ensure access, variety and rigor so that our graduates are well prepared for college and career. An internal equity audit of the master schedule is conducted annually with our schools to ensure all our student groups have equitable access and opportunities to succeed. Through focused professional learning opportunities and focused supports such as specialists for English Learners, Foster Youth, CTE pathways and Early Learning are all focused to ensure success and equitable access for all students from PK-12th grade. To aid in the monitoring of our progress our Student Achievement and Educational Measurement department is collaborating with all our departments in our Educational Services division in coordinating benchmark assessments to ensure our students are on track to improve outcomes. In regards to our Pre-K students the DRDP, or the Desired Results Developmental Results has demonstrated a shift in our youngest learners. We are in the midst of an expansion in early learning where next year all four year olds will be eligible to be in TK which leaves mostly three year olds in the Pre-K program, which will shift the results of our DRDP year to year. So we caution the comparison of the data year to year as we are going through the shift in our youngest grades.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	*CAASPP/CAA/LTEL (ELA) & CA Dashboard ELA Increase 3% Proficiency & 3 Status Points Change (Green) Yearly Grade 11 ELA results will be utilized to monitor the progress of the Early Assessment Program (EAP): a 3% gain in proficiency rate yearly	2022-23 CAASPP 56.89% - OUSD Students met/exceeded the standards on the ELA Smarter Balanced Assessment. 6.97% - English Learners met/exceeded the standards on the ELA Smarter Balanced Assessment. 43.06% - Economically Disadvantaged students met/exceeded the standards on the ELA Smarter Balanced Assessment. 43.17% - Hispanic students met/exceeded the standards on the ELA Smarter Balanced Assessment. 23.07% - Foster Youth students met/exceeded the standards on the ELA Smarter Balanced Assessment. 8.04%% - LTEL students met/exceeded the standards on the ELA Smarter Balanced Assessment. DATA 12/2024 18.86% - Special Ed students met/exceeded	2023-24 CAASPP 57.53% - Students met/exceeded the standards on the ELA Smarter Balanced Assessment. 10.25% - English Learners met/exceeded the standards on the ELA Smarter Balanced Assessment. 45.34% - Economically Disadvantaged students met/exceeded the standards on the ELA Smarter Balanced Assessment. 44.20% - Hispanic students met/exceeded the standards on the ELA Smarter Balanced Assessment. 25.81% - Foster Youth students met/exceeded the standards on the ELA Smarter		2025-26 (3%) X3 /Dashboard 3 points x3 65.89% - Students met/exceeded the standards on the ELA Smarter Balanced Assessment. 15.97% - English Learners met/exceeded the standards on the ELA Smarter Balanced Assessment. 52.06% - Economically Disadvantaged students met/exceeded the standards on the ELA Smarter Balanced Assessment. 52.17% - Hispanic students met/exceeded the standards on the ELA Smarter Balanced Assessment. 32.07% - Foster Youth students met/exceeded the	0.64% CAASPP ELA Overall 3.28% English Learner 2.28% Econ. Disadvantaged 1.03% Hispanic 2.74% Foster Youth -2.44% LTEL 0.75% Special Education -1.11% Grade 11 CA Dashboard Overall: +2 EL: -1.8 LTEL: +0.1 SWD: +4.5 Foster: -13.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the standards on the ELA Smarter Balanced Assessment. 59.89% - Grade 11 students met/exceeded the standards on the ELA Smarter Balanced Assessment. *2022-23 Overall CA Dashboard ELA Academic Indicator Status Points (Change) & Color: 7 (+6.7) Green 2022-23 EL CA Dashboard ELA Academic Indicator Status Points (Change) & Color: -50.5 (-1.7) Orange 2022-23 LTEL CA Dashboard ELA Academic Indicator Status Points (Change) & Color: NA 2022-23 SWD CA Dashboard ELA Academic Indicator Status Points (Change) & Color: -82.9 (+11) Orange 2022-23 Foster CA Dashboard ELA Academic Indicator Status Points (Change) & Color: -70.9 (-24) Red	Balanced Assessment. 5.60% - LTEL students met/exceeded the standards on the ELA Smarter Balanced Assessment. 19.61% - Special Ed students met/exceeded the standards on the ELA Smarter Balanced Assessment. 58.78% - Grade 11 students met/exceeded the standards on the ELA Smarter Balanced Assessment. 2023-24 Overall CA Dashboard ELA Academic Indicator Status Points (Change) & Color: 9 (+2) Yellow 2023-24 EL Overall CA Dashboard ELA Academic Indicator Status Points (Change) & Color:		standards on ELA Smarter Balanced Assessment *17.04% - LTEL students met/exceeded the standards on the ELA Smarter Balanced Assessment. DATA TBD 27.86% - Special Ed students met/exceeded the standards on the ELA Smarter Balanced Assessment. 67.78% - Grade 11 students met/exceeded the standards on the ELA Smarter Balanced Assessment. 2025-26 Overall CA Dashboard ELA Academic Indicator Overall Status Points (Change) & Color: 16 (+9) Green EL Overall CA Dashboard ELA Academic Indicator Status Points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10.32% of students with disabilities met or exceeded the CAA ELA	-52.3 (-1.8) Orange 2023-24 LTEL Overall CA Dashboard ELA Academic Indicator Status Points (Change) & Color: -105.5 (+0.1) Red 2023-24 SWD Overall CA Dashboard ELA Academic Indicator Status Points (Change) & Color: -78.5 (+4.5) Orange 2023-24 Foster Overall CA Dashboard ELA Academic Indicator Status Points (Change) & Color: -84.5 (-13.6) Red		(Change) & Color: -41.5 (+9) Yellow LTEL Overall CA Dashboard ELA Academic Indicator Status Points (Change) & Color: -99.5 (+6) Yellow SWD Overall CA Dashboard ELA Academic Indicator Status Points (Change) & Color: -73.9 (+9) Yellow Foster Overall CA Dashboard ELA Academic Indicator Status Points (Change) & Color: -61.9 (+9) Yellow	
1.2	*CAASPP/CAA/LTEL (MATH) & CA Dashboard MATH Increase 3% Proficiency 3 Status Points Change (Green) Yearly Grade 11 Math results will be utilized to monitor the progress of the Early Assessment Program	2022-23 CAASPP 43.65% - Students met/exceeded the standards on the Math Smarter Balanced Assessment. 5.96% - English Learners met/exceeded the standards on the Math Smarter Balanced Assessment.	2023-24 CAASPP 45.46% - Students met/exceeded the standards on the Math Smarter Balanced Assessment. 10.04% - English Learners met/exceeded the standards on the Math Smarter		2025-26 (3%) x3/Dashboard 3 points x3 52.65% - Students met/exceeded the standards on the Math Smarter Balanced Assessment. 14.96% - English Learners met/exceeded the	1.81% CAASPP MATH Overall 4.08% English Learner 4.41% Econ. Disadvantaged 1.82% Hispanic -3.27% Foster Youth -0.61% LTEL 2.04% Special Education

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(EAP): a 3% gain in proficiency rate yearly	28.27% - Economically Disadvantaged students met/exceeded the standards on the Math Smarter Balanced Assessment. 28.02% - Hispanic students met/exceeded the standards on the Math Smarter Balanced Assessment. 18.42% - Foster Youth students met/exceeded the standards on the Math Smarter Balanced Assessment. 2.66% - LTEL students met/exceeded the standards on the ELA Smarter Balanced Assessment. DATA 12/2024 14.34% - Special Ed students met/exceeded the standards on the Math Smarter Balanced Assessment. 26.83% - Grade 11 students met/exceeded the standards on the Math Smarter Balanced Assessment. *2022-23 Overall CA Dashboard Math Academic Indicator	Balanced Assessment. 32.68% - Economically Disadvantaged students met/exceeded the standards on the Math Smarter Balanced Assessment. 29.84% - Hispanic students met/exceeded the standards on the Math Smarter Balanced Assessment. 15.15% - Foster Youth students met/exceeded the standards on the Math Smarter Balanced Assessment. 2.05% - LTEL students met/exceeded the standards on the Math Smarter Balanced Assessment 16.38% - Special Ed students met/exceeded the standards on the Math Smarter		standards on the Math Smarter Balanced Assessment. 37.27% - Economically Disadvantaged students met/exceeded the standards on the Math Smarter Balanced Assessment. 37.02% - Hispanic students met/exceeded the standards on the Math Smarter Balanced Assessment. 27.42% - Foster Youth students met/exceeded the standards on the Math Smarter Balanced Assessment. *11.66% - LTEL students met/exceeded the standards on the Math Smarter Balanced Assessment. DATA TBD 23.34% - Special Ed students	2.2% Grade 11 CA Dashboard Overall: +8.2 EL: +1.5 LTEL: +2.1 SWD: +18 Foster: -17

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Status Points (Change) & Color: -30.2 (+8.9) Yellow 2022-23 EL CA Dashboard Math Academic Indicator Status Points (Change) & Color: -82 (+4.3) Yellow 2022-23 LTEL CA Dashboard Math Academic Indicator Status Points (Change) & Color: NA 2022-23 SWD CA Dashboard Math Academic Indicator Status Points (Change) & Color: -120 (+8.6) Orange 2022-23 Foster CA Dashboard Math Academic Indicator Status Points (Change) & Color: -112.6 (-21.1) Red 3.25% of students with disabilities met or exceeded the CAA Mathematics	Balanced Assessment. 29.03% - Grade 11 students met/exceeded the standards on the Math Smarter Balanced Assessment. 2023-24 Overall CA Dashboard Math Academic Indicator Status Points (Change) & Color: -22 (+8.2) Green 2023-24 EL Overall CA Dashboard Math Academic Indicator Status Points (Change) & Color: -80.5 (+1.5) Orange 2023-24 LTEL Overall CA Dashboard Math Academic Indicator Status Points (Change) & Color: -164.1 (+2.1) Red 2023-24 SWD Overall CA Dashboard Math Academic Indicator Status Points		met/exceeded the standards on the Math Smarter Balanced Assessment. 35.83% - Grade 11 students met/exceeded the standards on the Math Smarter Balanced Assessment. 2025-26 Overall CA Dashboard Math Academic Indicator Overall Status Points (Change) & Color: -21.2 (+9) Green EL CA Dashboard Math Academic Indicator Status Points (Change) & Color: -73 (+9) Yellow LTEL CA Dashboard Math Academic Indicator Status Points (Change) & Color: -158.1 (+6) Yellow SWD CA Dashboard Math Academic Indicator Status Points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Change) & Color: -102.1 (+18) Orange 2023-24 Foster Overall CA Dashboard Math Academic Indicator Status Points (Change) & Color: -129.7 (-17) Red		(Change) & Color: -111 (+9) Yellow Foster CA Dashboard Math Academic Indicator Status Points (Change) & Color: -103.6 (+9) Yellow	
1.3	Percentage of students meeting A-G requirements. Increase 3% Yearly	2022-23 41.3% of students met A - G requirements.	2023-24 48.4% of students met A - G requirements.		2025-26 (3%) x3 50.3% of students met A - G requirements.	7.10% A-G
1.4	Percentage of students completing a CTE Pathway Increase 1% Yearly (All, EL, Foster & SED)	2022-23 35.7% students have completed a CTE pathway 2022-23 English Learners 30.8% 2022-23 SED 36.6% 2022-23 Foster 12.5%	2023-24 37.4% of students have completed a CTE pathway. 2023-24 English Learners 34.4% 2023-24 SED 38.6% 2023-24 Foster 21.4%		2025-26 (1%) x3 38.7% of students have completed a CTE pathway. 2025-26 English Learners Target 33.8% 2025-26 SED Target 39.6% 2025-26 Foster Target 15.5%	All: +1.7% CTE EL: +3.6% SED: +2% Foster: +8.9%
1.5	*5% Gain per year (District & Site) Learning Walk: Implementation of academic content and performance standards for all students, including how English	2023-24 Evidence of Learning Intentions: 79.5% - Posted 27.5% - Evident in Teacher Talk 29.7% - Evident in Student Talk	2024-25 Evidence of Learning Intentions: 68.6% - Posted 72.6% - Evident in Teacher Talk		2025-26 Evidence of Learning Intentions: 100% - Posted 32.0% - Evident in Teacher Talk (approx.15% gain)	-10.90% Posted 45.10% Teacher Talk N/A Student Talk

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learners will access the CCSS and ELD standards:	Evidence of Success Criteria: 68.6% - Posted 21.0% - Evident in Teacher Talk 27.1% - Evident in Student Talk	*NA - Evident in Student Talk Evidence of Success Criteria: 56%- Posted 26% - Evident in Teacher Talk 51% - Evident in Student Talk *Success criteria not gathered for 24/25; will gather for 25/26		34.0% - Evident in Student Talk (approx.15% gain) Evidence of Success Criteria: 95.0% - Posted 24.0% - Evident in Teacher Talk (approx.15% gain) 32.0% - Evident in Student Talk (approx.15% gain)	
1.6	CCI Prepared Rate Increase 2% Yearly	2022-23 Overall: 48.1% of students are CCI Prepared EL: 13.6% (Low) Foster: 15.6% LI: 37.2% SWD: 14.9% (Low)	2023-24 Overall: 51.1% of students are CCI Prepared (Green) EL: 17.6% (Yellow) Foster: 22.2% LI: 41% SWD: 16.8% (Orange)		2025-26 (2%) x3- 2% gives us a green Overall: 54.1% of students are CCI Prepared. (Green) EL: 19.6% (Yellow) Foster: SWD: 20.9% (Yellow)	Overall: +3% EL: +4.1% Foster: +4% LI: +3.8% SWD: +1.9%
1.7	Advanced Placement and International Baccalaureate Participation in classes Increase 1% for All, EL & SED Yearly	2022-23 32.0% of students participated in one or more Advanced Placement or International Baccalaureate classes. EL: 11% SED: 22%	2023-24 32.8% of students participated in one or more Advanced Placement or International Baccalaureate classes. EL: 9% SED: 23.4%		2025-26 41.0% of students participated in one or more Advanced Placement or International Baccalaureate class. EL: 10% SED: 24.4%	Overall: +0.80% AP / IB Classes EL: -2% SED: +1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Dashboard ELPI (English Learner Progress Indicator) Increase 2% Proficiency Yearly (Green) *RFEP Per Year and 4% in three years Increase at least 1%	2022-23 CA Dashboard ELPI 52.6% making progress towards English Language Proficiency. *RFEP rate 18.0%	2023-24 CA Dashboard - ELPI 47.4% making progress towards English Language Proficiency. *RFEP rate 12.7%		2025-26 / (2%) x3 58.6% making progress towards English language proficiency. *Goal for 2027 = 22.0%	-5.20% ELPI -5.3% RFEP
1.9	LTEL Percentage among EL students (6th Grade and above) Reduce 2% Yearly	2023-24: 40.3% - LTEL among EL 6th grade and above.	2024-25: 37.9% - LTEL among EL 6th grade and above.		2026-27 34.3% - LTEL among EL 6th grade & above.	-2.40% LTEL
1.10	*CAASPP Science & CA Dashboard Science Increase 3% Proficiency & 3 Status Points Change (Green) Yearly	2022-23 CAASPP 39.38% - students met/exceeded standard on the CAST Assessment. *10.96% - students met/exceeded standard on CAST Assessment (Special Ed) *1.23% - students met/exceeded standard on CAST Assessment (EL) *2.02% - students met/exceeded standard on CAST Assessment (LTEL) *11.11% - students met/exceeded standard on CAST Assessment (Foster)	2023-24 CAASPP 38.71% - students met/exceeded standard on CAST Assessment. 12.74% - students met/exceeded standard on CAST Assessment (Special Ed) 2.08% - students met/exceeded standard on CAST Assessment (EL) 0.6% - students met/exceeded standard on CAST Assessment (LTEL) 9.52% - students met/exceeded standard on CAST		2025-26 / (3%) x3 /Dashboard 3 pointsx3 48.38% - students met/exceeded standard on CAST Assessment. *19.96% - students met/exceeded standard on CAST Assessment (Special Ed) *10.23% - students met/exceeded standard on CAST Assessment (EL) *11.02% - students met/exceeded standard on CAST Assessment (LTEL)	-0.67% CAST 1.78% - students met/exceeded standard on CAST Assessment (Special Ed) 0.85% - students met/exceeded standard on CAST Assessment (EL) -1.42% - students met/exceeded standard on CAST Assessment (LTEL) -1.59% - students met/exceeded standard on CAST Assessment (Foster)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*2022-23 Overall CA Dashboard Science Academic Indicator Status Points (Change) & Color: NA 2022-23 EL CA Dashboard Science Academic Indicator Status Points (Change) & Color: NA 2022-23 LTEL CA Dashboard Science Academic Indicator Status Points (Change) & Color: NA 2022-23 SWD CA Dashboard Science Academic Indicator Status Points (Change) & Color: NA 2022-23 Foster CA Dashboard Science Academic Indicator Status Points (Change) & Color: NA No CA Dashboard Science Academic Indicator Status Points. 18.67% of students showed mastery on the Alternate Science Test (CAA)	Assessment (Foster) 2023-24 Overall CA Dashboard Science Academic Indicator Status Points (Change) & Color: -9.3 (0) 2023-24 EL CA Dashboard Science Academic Indicator Status Points (Change) & Color: -23 (+1.8) 2023-24 LTEL CA Dashboard Science Academic Indicator Status Points (Change) & Color: -32 (0.1) 2023-24 SWD CA Dashboard Science Academic Indicator Status Points (Change) & Color: -24.2 (+2) 2023-24 Foster CA Dashboard Science Academic Indicator Status Points (Change) & Color: -25.2 (+0.7)		*20.11% - students met/exceeded standard on CAST Assessment (Foster) *2025-26 Overall CA Dashboard Science Academic Indicator Status Points (Change) & Color: -3.3 (+6) 2023-24 EL CA Dashboard Science Academic Indicator Status Points (Change) & Color: -17 (+6) 2023-24 LTEL CA Dashboard Science Academic Indicator Status Points (Change) & Color: -26 (+6) 2023-24 SWD CA Dashboard Science Academic Indicator Status Points (Change) & Color: -18.2 (+6) 2023-24 Foster CA Dashboard Science Academic Indicator Status Points (Change) & Color: -19.2 (+6)	CA Dashboard Science Overall: 0 EL: +1.8 LTEL: +0.1 SWD: +2 Foster: +0.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					27.67% of students showed mastery on the Alternate Science Test (CAA)	
1.11	-# of teachers attending professional development and coaching opportunities for Special Education: *Increase 15 teachers per year - By 2026-27 240 attendees	2023-24 200 attendees	2024-25 220 attendees		2026-27 240 attendees	+20 # of Teachers Attending PD's
1.12	25% of the graduating population will obtain the Seal of Biliteracy. Percentage of State Seals of Biliteracy awarded: Increase 3% per year - By 2026-27	2023-24 326 seniors received the Seal of Biliteracy (16.2% of the graduating seniors- 2012 Total seniors)	2024-25 330 seniors received the Seal of Biliteracy (16.8% of the graduating seniors - 1964 Total seniors)		2026-27 25% of the graduating population will obtain the Seal of Biliteracy.	+4 students - # of Students Received +0.6% of Seniors
1.13	Local ELA indicator iReady Proficiency (4 & 5 Level) & TG Median with % Met increase by 3% (Mid-Year)	2023-24 Students will meet or exceed = 60% (Median: 110%) (TG % Met: 55%) Elementary Students = 63% (Median: 112%) (TG % Met: 56%) Elementary English Learners = 32%	2024-25 iReady ELA Proficiency (L4+L5) Mid-Year (Winter) Overall: 51% Elem: 52% Middle: 40% EL: 14% SWD: 22% Foster: 34%		2026-27 Students will meet or exceed =69% (Median:119%) (TG % Met:64%) Elementary Students = 72% (Median:121%) (TG % Met:65%) Elementary English Learners =	iReady Proficiency (L4+L5) Mid-Year (Winter) Overall: 1% Elem: 1% Middle: 4% EL: 0% SWD: 4% Foster: 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Median: 95%) (TG % Met: 48%) Elementary Hispanic Students = 50% (Median: 104%) (TG % Met: 52%) Elementary Special Ed Students = 28% (Median: 94%) (TG % Met: 47%) Middle School Students = 43% (Median: 77%) (TG % Met: 48%) Middle School English Learners = 3% (Median: 95%) (TG % Met: 44%) Middle School Hispanic Students = 32% (Median: 104%) (TG % Met: 52%) Middle School Special Ed Students = 12% (Median: 94%) (TG % Met: 47%) "On or Above Grade Level" means iReady 3-level placement Tier 1 (Green) *(2023-24	TG Median% Mid-Year (Winter) Overall: 59% Elem: 62% Middle: 6% EL: 53% SWD: 50% Foster: 66%		41% (Median:104%) (TG % Met:57%) Elementary Hispanic Students = 59% (Median:113%) (TG % Met:61%) Elementary Special Ed Students =37% (Median:103%) (TG % Met:56%) Middle School Students =52% (Median:86%) (TG % Met:57%) Middle School English Learners =12% (Median:104%) (TG % Met:53%) Middle School Hispanic Students =41% (Median:113%) (TG % Met:61%) Middle School Special Ed Students =21% (Median:103%) (TG % Met:56%) "On or Above Grade Level" means iReady 3-level placement	TG Median% Mid-Year (Winter) Overall: 1% Elem: 4% Middle: -41% EL: 7% SWD: 3% Foster: 28%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		iReady ELA Proficiency (L4+L5) Mid-Year (Winter) Overall: 50% Elem: 51% Middle: 36% EL: 14% SWD: 18% Foster: 25% TG Median% Mid-Year (Winter) Overall: 58% Elem: 58% Middle: 47% EL: 46% SWD: 47% Foster: 38%			Tier 1 (Green) *2026-27 iReady Proficiency (L4+L5) Mid-Year (Winter) Overall: 59% Elem: 60% Middle: 45% EL: 23% SWD: 27% Foster: 34% TG Median% Mid-Year (Winter) Overall: 67% Elem: 67% Middle: 56% EL: 55% SWD: 56% Foster: 47%	
1.14	Local Math indicator iReady Proficiency (4 & 5 Level) & TG Median with % Met increased by 3% (Mid-Year)	2023-24 Students will meet or exceed = 54% (Median: 96%) (TG % Met: 49%) Elementary Students = 56% (Median: 96%) (TG % Met: 49%) Elementary English Learners = 27% (Median: 93%) (TG % Met: 46%) Elementary Hispanic Students = 43%	2024-25 iReady Math Proficiency (L4+L5) Mid-Year (Winter) Overall: 42% Elem: 41% Middle: 35% EL: 11% SWD: 15% Foster: 21% TG Median% Mid-Year (Winter) Overall: 50%		2026-27 Students will meet or exceed =63% (Median: 105%) (TG % Met: 58%) Elementary Students = 65% (Median:104%) (TG % Met: 58%) Elementary English Learners = 36% (Median: 102%) (TG % Met: 55%)	iReady Proficiency (L4+L5) Mid-Year (Winter) Overall: 1% Elem: 0% Middle: 5% EL: 2% SWD: 2% Foster: 5% TG Median% Mid-Year (Winter) Overall: 4% Elem: 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Median: 93%) (TG % Met: 47%) Elementary Special Ed Students = 25% (Median: 90%) (TG % Met: 44%) Middle School Students = 36% (Median: 92%) (TG % Met: 49%) Middle School English Learners = 7% (Median: 62%) (TG % Met: 45%) Middle School Hispanic Students = 26% (Median: 75%) (TG % Met: 46%) Middle School Special Ed Students = 4% (Median: 29%) (TG % Met: 35%) "On or Above Grade Level" means iReady 3-level placement Tier 1 (Green) *2023-24 iReady Math Proficiency (L4+L5) Mid-Year (Winter) Overall: 41% Elem: 41% Middle: 30% EL: 9% SWD: 13%	Elem: 50% Middle: 44% EL: 52% SWD: 46% Foster: 39%		Elementary Hispanic Students = 52% (Median: 102 %) (TG % Met: 56%) Elementary Special Ed Students = 34% (Median: 99%) (TG % Met: 53%) Middle School Students = 45% (Median: 101%) (TG % Met: 58%) Middle School English Learners = 16% (Median: 71%) (TG % Met: 54%) Middle School Hispanic Students = 35% (Median: 84%) (TG % Met: 55%) Middle School Special Ed Students = 13% (Median: 38%) (TG % Met: 44%) "On or Above Grade Level" means iReady 3-level placement Tier 1 (Green)	Middle: -6% EL: 5% SWD: 3% Foster: 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: 16% TG Median% Mid-Year (Winter) Overall: 47% Elem: 46% Middle: 50% EL: 47% SWD: 43% Foster: 36%			*2026-27 iReady Proficiency (L4+L5) Mid-Year (Winter) Overall: 50% Elem: 50% Middle: 39% EL: 18% SWD: 22% Foster: 25% TG Median% Mid-Year (Winter) Overall: 56% Elem: 55% Middle: 59% EL: 56% SWD: 52% Foster: 45%	
1.15	Kindergarten Readiness (EDI): *2026-27 For All students, ELL and SED: At least 75% in all 5 areas. At least 50% across all domains.	2021-22 (EDI is administered every 3 years. Due August 2025) Percentage of children on track for Kindergarten (date of last available data 2021/22): 77% - Physical Health & Well-being 78% - Social Competence 79% - Emotional Maturity	August 2025 (EDI is administered every 3 years.)		2026-27 At least 75% in all 5 areas. At least 50% across all domains.	Difference from Baseline - no data end of year 1 EDI is administered every 3 years, due August 2025 +2% - Physical Health & Well-being +3% - Social Competence +4% - Emotional Maturity

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		67% - Language & Cognitive Development 73% - General Knowledge & Communication 48% - Across all Domains 25% EL Learners 38% SED				-8% - Language & Cognitive Development -2% - General Knowledge & Communication -2% - Across all Domains -50% EL Learners -37% SED
1.16	K-2 Reading Composite Score (Foundational Literacy): *Target is to maintain reading composite score	Beginning of Year (Acadience) 9/11- 10/6 2023-24, Reading Composite Score (At Benchmark or Above): 57% - Kindergarten 47% - 1st Grade 63% - 2nd Grade	Beginning of Year (Acadience) 9/11- 10/6 2024-25, Reading Composite Score (At Benchmark or Above): 66% - Kindergarten 51% - 1st Grade 65% - 2nd Grade		Beginning of Year (Acadience) 9/11- 10/6 2026-27, Reading Composite Score (At Benchmark or Above): 57% - Kindergarten 47% - 1st Grade 63% - 2nd Grade Target is to maintain reading composite score	9.00% Kindergarten 4.00% 1st Grade 2.00% 2nd Grade
1.17	0 school or district in DA & TSI/ATSI Status.* Exit the district & all schools	2022-23 CA Dashboard DA- Foster Youth Subgroup ATSI- 9 schools OUSD Home School (HI)	2024-25 CA Dashboard DA- Foster Youth Subgroup (Year 1 Clear) Progress Monitoring		No DA/TSI/ATSI	District - Progress Monitoring for DA - Foster Youth No schools identified as ATSI.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Richland HS (EL/SWD) California ES (SWD) Fletcher ES (SWD) Lampson ES (SWD) Palmyra ES (WH) Prospect ES (SWD) Cerro Villa MS (EL) Portola MS (EL/HI/SWD)	ATSI- 0 school OUSD Home School (HI) (Exit) Richland HS (EL/SWD) (Exit) California ES (SWD) (Exit) Fletcher ES (SWD) (Exit) Lampson ES (SWD) (Exit) Palmyra ES (WH) (Exit) Prospect ES (SWD) (Exit) Cerro Villa MS (EL) (Exit) Portola MS (EL/HI/SWD) (Exit)			
1.18	Reduced 1% D's & F's Rate Yearly	2023-24 1st Semester = 28.65% *2nd Semester = 15.6%	2024-25 1st Semester = 22.26% 2nd Semester = 11.6%		2026-27 1st Semester = 25.65% 2nd Semester = 12.6%	2024-25 1st Semester = declined by 6.39 percentage points 2nd Semester = declined by 4 percentage points
1.19	# of VAPA teachers: *3 more teachers per year and a total of 68 teachers by 2026-27	2023-24 58 - VAPA Teachers	2024-25 60 - VAPA Teachers		2026-27 68 VAPA Teachers	2.0 VAPA
1.20	# of teachers trained in C-STEM: *10% Increase in Teachers trained each	2023-24 Baseline: 41 - Teachers trained	2024-25 Baseline:		2026-27	4.0 # using Curriculum 2.0 High Schools 0.0 Middle Schools

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	year. 10 % increase in school usage in either ES, MS, or HS.	9 - Schools using the curriculum 0 - High Schools 4 - Middle Schools 5 - Elementary Schools	45 - Teachers trained 13 - Schools using the curriculum 2 - High Schools 4 - Middle Schools 7 - Elementary Schools		10% Increase of Teachers trained each year. 10 % increase of school usage in either ES, MS or HS.	2.0 Elem. Schools 4.0 Teachers Trained
1.21	# of schools participating in Project Lead the Way: *5% increase in Teachers trained each year. *5% increase in school utilization and implementation of the PLTW content.	2023-24 Baseline: 6 - Schools Using PLTW 1 - High School 1 - Middle School 4 - Elementary Schools 8 - Teachers trained in the PLTW Curriculum	2024-25 Baseline: 5 - Schools Using PLTW 2 - High Schools 1 - Middle School 2 - Elementary Schools 7 - Teachers trained in the PLTW Curriculum		2026-27 5% increase of Teachers trained each year. 5% increase of school utilization and implementation of PLTW content.	-1.0 Schools Using PLTW 1.0 High School 0.0 Middle School -2.0 Elementary School -1.0 Teachers Trained
1.22	# of teachers participating in *Student Achievement Professional Development: *5% increase in the number of teachers attending trainings offered by Student Achievement *577 Teachers by 2026-27- Student Achievement (125 more teachers per year)	The baseline # of OUSD educators, administrators, and classified staff impacted by training/coaching sessions from our departments. *23-24 = 203	24-25 Teachers Trained Student Achievement = 410		2026-27 5% increase in number of teachers attending trainings offered by Student Achievement *577 - Student Achievement	207.0 # of Staff impacted by PD's

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.23	# of teachers participating in Ed Tech Professional Development: *5% increase in the number of teachers attending trainings offered by Ed Tech (10 more teachers each year) *Ed.Tech = 254 by 2026-27	2023-24 The baseline # of OUSD educators, administrators, and classified staff impacted by training/coaching sessions from our departments. Ed Tech = 233	2024-25 The baseline # of OUSD educators, administrators, and classified staff impacted by training/coaching sessions from our departments. Teachers Trained = 413 (as of 1/2025)		2026-27 5% increase in number of teachers attending trainings offered by Ed Tech Ed.Tech = 254	180 Ed Tech N/A SAC

Goal Analysis [2024-25]

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.

There were many successes within Goal 1 during the 2024/25 school year. Professional development and coaching support was provided to teachers to increase use of research based instructional practices including a focus on building thinking classrooms in mathematics, foundational literacy, and strategies to support diverse learners (Actions 1.4, 1.7, 1.9 and 1.12). The California Dashboard also showed a 3% increase in the number of students prepared for College and Career. Our CTE pathways demonstrated an increase in the number of students enrolled and completing the pathway (Action 1.8). To support our McKinney-Vento students, School and Community Services provided more hotspots for homeless students to allow them to engage in school and increase academics (Action 1.14). An increase in community collaboration allowed for support for basic needs for McKinney-Vento and foster youth students (Action 1.14). Alongside support for academic achievement, visual and performing arts opportunities increased for students across the district (Action 1.17).

The Mandarin Dual Immersion program experienced some challenges this year. It was difficult finding translated curricular support to continue the expansion of the program into secondary (Action 1.3). Support for Dual Immersion, especially the Mandarin program, will continue into 2025/26.

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.

Our LCAP demonstrated material differences between Budgeted Expenditures and Estimated Actual Expenditures for several actions in Goal 1. For Action 1.1, EL and Academic Language Professional Development, the original planned expenses were for LCFF funds only. Since we included Title III in our LCAP, we spent more in total than we first indicated in our budgeting process. In Action 1.3, EL and Academic Language Supplemental Resources, the cost for our Mandarin professional development was less expensive than originally planned. We are able to do some of the Mandarin translation in-house, decreasing the total amount spent. The growth of OUSD's Early Learning program is a success; however, during the original planning, we underestimated the funds needed to match the expansion of the program (Action 1.5). Actions 1.4 and 1.9, Professional Development and Support for Core Subjects and College and Career Readiness, are priorities in building capacity for our teachers. We spent more than anticipated for both actions as grants were utilized to fund the PD. This includes grants such as the Arts Music and Instructional Materials Grant, that was not included in the original proposed budget. This funding was utilized to purchase foundational literacy instructional materials. This year, we included all funding in our LCAP, including grants. The increase reflects what we anticipated spending from LCFF AND the additional grants. These grants were utilized for to provide students for increased opportunities to develop the skills needed for college and career success. An example would be funding utilized for students to attend the Santiago Canyon College Summer College for Kids program. Action 1.6, Elementary Support, was under estimated due to raises for both classified and certificated staff. Action 1.8, CTE, also includes grant funding , such as the Career Technical Education Incentive Grant and the K12 Strong Work Force Grants, that was not included in the original proposed budget. These grants were utilized mainly to purchase industry specific instructional materials in order to enhance Career Technical Education pathways. Action 1.13 expenditures were pulled from Actions 1.1 and 1.2. Thus, this contributed to the elimination of this action and ultimately combining it with Actions 1.1 and 1.2. There were no funds spent for Action 1.15 since the funds that originally allocated were moved to cover personnel costs in Action 1.25. We originally thought we needed to budget for these in 1.25, but much of the funds came from Action 1.15. This explains why so little was spent from Action 1.25. Action 1.25, Student Achievement and Ed Tech Support had a higher estimated actual than was budgeted due to the movement of all of the salary costs of this department into this one action. As a result, the budgeted amount for Action 1.25 shows \$2,839,832.75, which seems significantly higher than expected. For 25/26, all of the salaries from the original Actions 1.21 and 1.23 will be paid out of Action 1.25. There was a large discrepancy in Action 1.17, Visual and Performing Arts (VAPA). We projected \$2,300,221, but the estimated actual is \$8,173,409. This is due to the utilization of grant funding for VAPA supplies. such as the Arts Music and Instructional Materials Grant, and Proposition 28, Arts and Music in Schools, that were not included in the original proposed budget. This funding was utilized to purchase Visual and Performing Arts instructional materials and increased instructional VAPA staff. The difference in Action 1.18, Secondary Support, includes additional secondary sections that were funded to increase access to courses that provide powerful learning experiences for all students, including advanced and intervention courses. The increase in spending for Action 1.19, P21 Specialists, is due to increased salary costs for the specialists. Action 1.20 was underspent because a position of IS was not filled for a portion of the school year. Action 1.21 was underbudgeted. The expectation was that other funding would capture the expenses. LCFF was utilized, which caused this action to be far over in the Actuals. The same rationale explains Action 1.23 which projected far less than what was actually spent. In the 25/26 LCAP, a closer look at these actions is warranted to better accurately determine what funding will be used for Innovation and for STEAM education.

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

Professional development contributed toward increased math scores. Actions 1.4, 1.7, 1.9 and 1.12 all contributed toward increased student engagement and performance. Math scores increased across the subgroups, particularly for English Learners who went from 5.96% to

10.04%. Overall, we increased a percentage for students completing CTE pathways; however, we are focused on making improvements to the EL and SED subgroups in 25/26. In the area of science (Action 1.12), scores did not improve, but teacher preparedness through professional development has increased significantly. We are anticipating higher scores on the 24/25 CAASP in Science due to increased focus on Science for district PD in 24/25. It is likely that the 8.2 point increase in mathematics was due to this focused professional development district-wide. Learning walks and various other strategies from professional development throughout the year enhanced outcomes, thus leading to the conclusion that these actions were highly effective. The use of a consultant to support summer programming (Action 1.3) for Mandarin Dual Immersion was effective, and we are repeating use of the same consultant again for Summer, 2025. Finally, to support our foster youth, additional hotspots (Action 1.14) allowed for improved access to wifi to increase student learning.

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.

The titles for metrics 1.1 and 1.2 changed to reflect the current name of the test for California; CAASPP replaced SBAC. Overall Dashboard information for ELA and Math was added to each of these metrics to provide more information to our educational partners. References to SBAC were deleted since this acronym is no longer used, and LTEL scores were added to the Baseline to replace "TBD". The percentage of EL learners and SED students completing a CTE pathway was added to metric 1.4. For metric 1.5, the title was amended to add the yearly goal. In metric 1.8, Reclassified Fluent English Proficient (RFEP) information was added to the title, Baseline, Year 1 Outcome, Target for Year 3 Outcome and Current Difference from Baseline. The title was changed in metric 1.10 to include the current state testing acronym, CAASPP. Additional Baseline and Targeted Year 3 Outcome data for 22/23 for CAST was added, as well as, CA Dashboard data to provide additional information for our educational partners. Metrics 1.11, 1.12, 1.15, 1.16, 1.17, 1.19, 1.20, 1.21, 1.22 and 1.23 included the addition of the yearly goal in the title. For metrics 1.13 and 1.14, we added additional information in the Baseline and Targeted Year 3 to provide simpler percentage scores for transparency. In metric 1.15, percentage proficient of English Learners and Socio-economically Disadvantaged students was added. In metric 1.18, second semester data was added to the Baseline. The title in metric 1.22 changed to reflect the change in department name from ED Tech to Student Achievement (department split into two different areas). Information from 23/24 was located and added to the Baseline. The Year 3 Targeted Outcome was amended to include the actual number of teachers (equivalent to 5% growth). Metric 1.23 shows a title change that reflects the new ED Tech division. The title also changed because the original title did not accurately reflect the metric. It refers to staff employed versus the number of teachers attending trainings. Metrics 1.22 and 1.23 were rewritten to match the work of training teachers and principals throughout the district. The Student Achievement and Ed. Tech. department worked to train educators on various assessments and ed-tech initiatives and support district implementation of innovative programs.

In Action 1.6, we added the total for LREBG into the description.

Action 1.13 is new in the 2025/26 LCAP. It is Contributing as it supports English Learners in determining proficiency in their primary language. Action 1.15 was Contributing in 24/25 because it was specifically focused on improving achievement and Ed Tech implementation for ELs, Foster Youth and Low-income students. For 25/26, the action will now apply to all students (K-2) with the implementation of the reading screener outlined in EdCode 53008.

Through discussion with appropriate departments, it was decided that Actions 1.13, Support for English Learner Best Practices, and 1.26, Individual Site LTEL Support, would be absorbed into Action 1.1, EL and Academic Language Professional Development. This was done to

streamline the actions pertaining to support for our EL Learner population. The new Action 1.13 is titled Primary Language. Action 1.13 was revised to reflect testing for primary language in order to better serve our English Learner students. This eliminated Action 1.26. Action 1.3, EL and Academic Language Support for Core Subjects, is now our action that covers Dual Immersion support. Actions 1.7, 1.9 and 1.16 were edited for clarity; no data was removed. 1.15 was Contributing in 24/25, but not in 25/26 because it now includes the Reading Difficulty Screener for all K-s students districtwide.

Action 1.15 has no funds budgeted because the screener will be implemented by classroom teachers to all K-s students as part of an existing data platform.

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	EL and Academic Language Professional Development	The Office of Accountability will provide professional development to support English Language Development best practices as well as academic language strategies to support the English Learner students attainment of English proficiency and access and progress towards mastery of all content. In addition, teachers of students who have redesignated as Fluent English Proficient will also be supported through strategies that support their continual expansion of language skills in English. The Office of Accountability will use the multilingual support team to direct the use of an observation protocol that informs teachers and administrators on professional development needs necessary to improve English learner student outcomes. To address the needs of our Long Term English Learners, each site will develop a spreadsheet that will include every LTEL to track their achievement in ELA and Math. Administrators, TOSAs and teachers will all have access to this consolidated information to collaborate on strategies to improve academic outcomes.	\$1,268,453.00	Yes
1.2	EL Academic Support Services	The Office of Accountability will continue to provide English Learner and academic support services to improve student achievement to serve our English learners and students redesignated as Fluent English Proficient. Including our services provided through our Language Assessment Center.	\$3,278,108.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The Assessment clerks evaluate potential English learners to determine their ELPAC level. This allows classroom teachers and Instructional Specialists to create more customized language lessons to accelerate language proficiency.		
1.3	EL and Academic Language Supplemental Resources	Based on ongoing analysis of both formative and summative assessment data, the Accountability department will continue to provide supplemental resources (including software and technology) in addition to supplemental services to support our economically disadvantaged students as well as focus on academic language achievement, principally targeting all profiles of our English learners (newcomers, long term English learners as well as students redesignated as Fluent English Proficient.) Emphasis will be placed on Lampson, Taft, and Villa Park High School to address placing Red on the EL Progress Indicator on the California Dashboard.	\$142,000.00	Yes
1.4	Professional Development and Support for Core Subjects	The Curriculum department will provide teachers and administrators with focused and targeted professional development for our diverse learners we serve that will strengthen their instructional practices and strategies to ensure success and equitable access for all students in the areas of Math, Science, English Language Arts, Social Studies, and other content areas, including scaffolds and support for English learners, students redesignated as Fluent English Proficient, low socio-economic and foster youth students. Emphasis on Foster Youth and the following student groups in OUSD that received Red in ELA on the California Dashboard: Long-term English Learners, Foster Youth, Homeless Emphasis on the following student groups in various schools that received Red in ELA on the California Dashboard: Imperial-SWD; Olive-SWD; Palmyra-SWD; Prospect-SWD; Cerro Villa-English Learners, SWD; Portola-LTELs, SWD; Orange High School-English Learners, LTELs, SED, SWD, Hispanic; Richland-SED, Hispanic	\$71,118.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Emphasis will be placed on subgroups within OUSD (LTELs, Foster Youth, Homeless) and subgroups within schools (ELMO-English Learners; OHS-LTELs, SWD; EDGE-SED; Portola-English Learners; Serrano-SWD) that received red on the Mathematics indicator on the State Dashboard		
1.5	Early Learning and Elementary Support	The Early Learning Department will utilize LCFF and state funding sources to provide educational opportunities to increase kindergarten readiness for all students and additional opportunities targeting our multi-lingual, foster and low-income students. This action will principally support students in TK.	\$1,617,533.00	Yes
1.6	Elementary Support	Elementary Education Department will continue to provide support our our Elementary level programs that help our youngest students, especially targeting our English Learners, foster youth and low income students to build a strong foundation and become better prepared for school. This includes, instructional assistants at all elementary sites and additional teachers to reduce combination classrooms at highly impacted sites. \$ 2,249,138 listed in Other State Funds is LREBG funding.	\$3,713,435.00	Yes
1.7	Mathematics Support Services	The Curriculum Department will provide support services for teachers of mathematics to enhance their instruction through the incorporation of standards based practices, academic language instruction, and strategies for differentiation. Mathematics instructional materials adoption committee will meet to make recommendations on new K-8 math curriculum. This will lead to an increase in student achievement for all students, including English learners, low socioeconomic, and foster youth. Although primarily targeting secondary, an emphasis will be placed on subgroups within OUSD (LTELs, Foster Youth, Homeless) and subgroups within schools (ELMO-English Learners; OHS-LTELs; EDGE-SED; Portola-English Learners) that received red on the Mathematics indicator on the State Dashboard	\$174,522.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Career Technical Education	The Curriculum Department will provide students with a pathway to postsecondary education and careers through Career Technical Education (CTE) coursework that integrates rigorous core academic knowledge with technical and occupational knowledge across a variety of Industry Sectors. CTE teachers will be supported by the Teacher on Special Assignment for Career Pathways and Inclusive Practices, so they can effectively meet the needs of English Learners, low socio-economic, and foster youth students.	\$5,409,608.00	Yes
1.9	College and Career Readiness	The Curriculum department will provide opportunities for students that prepare them for college and career success, such as differentiation for advanced learners, AVID, College and Career Fairs, Robotics, interventions, dual enrollment, summer enrichment, Visual and Performing Arts (VAPA) programs, STEM (Science, Technology, Engineering, and Math) and Career Technical Education (CTE) pathway programs. College and career readiness opportunities will be provided for all learners, including English learners, low socio-economic, and foster youth students. Counselors will be provided with training and support so they can effectively monitor students' college and career readiness outcomes. Emphasis will be placed on Richland Continuation High School. Richland was the one school within OUSD that received the lowest performance level. Specific subgroups at Richland in Red for College and Career include ALL, EL, LTELs, SED and Hispanic.	\$1,138,453.00	Yes
1.10	GATE (Gifted and Talented Education)	The Curriculum Department will provide universal testing to consistently identify gifted and talented (GATE) students throughout the district and professional development for teachers to meet the learning needs of GATE students.	\$58,981.00	No
1.11	Multi-Tiered System of Support (MTSS)	The Office of Student Achievement will collaborate with other district departments and school sites to implement a comprehensive Multi-Tiered System of Support (MTSS) that incorporates evidence-based best practices, differentiated learning supports, and universal screening and progress monitoring. This Multi-Tiered System aims to ensure all students, including English learners, low socio-economic, and foster youth students,	\$255,339.00	Yes

Action #	Title	Description	Total Funds	Contributing
		acquire state academic content standards while addressing academic, behavioral, and social-emotional needs. Differentiated learning supports will be provided: Foster Youth: Specific interventions and supports tailored to the unique challenges faced by Foster Youth, such as stability issues, trauma-informed approaches, and targeted counseling or mentoring programs. EL Students: Differentiated instructional strategies that address language barriers, such as language acquisition support, and student-centered teaching practices. SED Students: Additional academic and social-emotional supports that consider the impact of socioeconomic factors on learning, including access to resources, community partnerships for wraparound services, and targeted interventions to mitigate the effects of poverty. As part of our Multi-Tiered System of Support, OUSD will provide resources for elementary school CAST (Collaborative Academic Support Teams) meetings to monitor student progress, deliver timely interventions for struggling students, and promote academic and student-centered wellness.		
1.12	Science Center	The Curriculum Department will provide professional learning and support for science programs and curriculum, including hands-on exploration using science kits to make content more meaningful for students, including English learners, low socio-economic, and foster youth. Using hands-on science materials allows English learners and students with disabilities to engage with concepts through direct experience, reducing the language barrier and enhancing comprehension through practical demonstration. This multisensory approach helps them connect abstract ideas to tangible actions, reinforcing learning through active participation.	\$176,207.00	Yes
1.13	Primary Language	Language Assessment Clerks will administer a language screener to assess the primary language proficiency in a students primary language. This will provide the teacher with feedback detailing the level that that the student is able to speak, read , write and listen in their primary	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		language. This will support the classroom teacher in determining the proper scaffold needed for supporting English Language instruction. Action 1.13 is new in the 2025/26 LCAP. It is Contributing as it supports English Learners in determining proficiency in their primary language.		
1.14	Foster Youth Support	Student & Community Services provides school materials, including school supplies, backpacks, and all necessary classroom materials, to Foster Youth and McKinney-Vento students. All Foster Youth and McKinney-Vento students will have access to basic school supplies, laptops, and hotspots, enabling them to access all curricula and establish equity for our underserved student populations.	\$25,699.00	Yes
1.15	Assessment Support	The Offices of Student Achievement and Curriculum provide support for student achievement, through implementation of local and state assessments for all of our students but primarily focusing needed scaffolding for our English Learners, Foster Youth, and Low-Income Students. This action was Contributing in 24/25 because it was specifically focused on improving achievement and Ed Tech implementation for ELs, Foster Youth and Low-income students. For 25/26, the action will now apply to all students (K-2) with the implementation of the reading screener outlined in EdCode 53008.	\$0.00	No
1.16	Elementary Resource Teachers	Elementary resource teachers (1 per site) will address the specific needs of students, each elementary site will have a resource teacher dedicated to focused, small group instruction. Elementary resource teachers providing small group instruction offer tailored support that addresses the unique learning needs of English learners, low-socioeconomic students, and foster youth, ensuring they receive individualized attention and instruction. This targeted approach helps close educational gaps, fosters a supportive learning environment, and promotes academic success by addressing specific challenges faced by these students.	\$3,855,181.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.17	Visual and Performing Arts (VAPA)	The Curriculum Department is committed to enhancing the educational experience by expanding students' access to visual and performing arts (VAPA) courses, activities, and resources, including field trips and instructional materials designed to foster immersive learning experiences for all students, including English learners, low socio-economic, and foster youth students. Access to visual and performing arts instruction in school provides English learners, low socio-economic, and foster youth students with creative outlets to express themselves, which can enhance their well-being and communication skills. VAPA instruction helps English learners, specifically, by providing non-verbal avenues for expression and comprehension, allowing them to convey ideas and emotions without relying solely on language proficiency. Additionally, arts activities often involve collaborative projects and interactive storytelling, which can improve ELs' vocabulary, listening skills, and confidence in using English in a supportive and immersive context.	\$11,500,554.00	Yes
1.18	Secondary Academic Support	The Secondary Education Department will expand access to instructional materials and courses that provide powerful learning experiences for all students including Advanced Placement (AP), International Baccalaureate Program (IB), and rigorous college and career STEM courses, as well as intervention and targeted academic support services, which includes credit recovery, summer school, extended learning, AVID, Dual Language and enrichment to primarily meet the needs of our low income, English learners and foster youth.	\$3,270,108.00	Yes
1.19	P21 Specialists	The Office of Secondary Education will continue to provide P21 specialists to all comprehensive high schools to coordinate CTE pathway development and STEM opportunities for students with a special emphasis on our English learners, foster youth and low income students to ensure they are pathway completers.	\$338,272.00	Yes
1.20	Special Education Instruction Specialists	Our Special Education Department will provide Instructional Specialist support to Special Education teachers to lead implementation of curriculum, engagement strategies and specialized techniques to support our students with exceptional needs. In addition to ongoing annual ongoing	\$266,999.00	No

Action #	Title	Description	Total Funds	Contributing
		teacher support, the IS team provides on-demand coaching for school teams, as part of the Exemplary Educator Initiative.		
1.21	Innovative Learning-Educational Technology	Technology Instruction and Innovation Labs - The Office of Educational Technology is partnering through a grant with Verizon to provide two coaches to serve at two of our middle schools with a high number of low-income students in supporting 1:1 technology integration for every staff and student. The coaches will assist the instructional staff in raising the quality of instruction using the latest technology in the classrooms and further developing the Innovation Labs that support students developing project-based learning curricula tied to STEM careers. Computer Science and Math Instruction - A resource math teacher will support the expansion of the C-STEM program throughout OrangeUSD (focusing on integrating robotics with mathematics). The resource teacher directly supports students and teachers to expand computer science pathways tied to mathematics instruction in K-12 classrooms. STEM Pathways - Project Lead the Way - Expansion of the hands-on program PLTW will support pathways between elementary, middle, and high school. A resource specialist will work directly to support the professional development of teachers and classroom demonstrations. A pathway will be completed for each high school over a 4 year period that provides training and curriculum for schools. Artificial Intelligence - Research and create professional development around supporting OrangeUSD staff and community in AI ethical use within their roles throughout the school year. Professional Development will be constructed around the district-developed OrangeUSD Guidelines that will focus on providing AI Resources, Software, and Best practices for Staff and Students.	\$60,800.00	No
1.22	Student Achievement Data Analysis, Progress Monitoring Software, Student	The Office of Student Achievement will foster and support innovative programs to meet the needs of students. These learning opportunities, data analysis and monitoring software and programs will enhance the	\$296,838.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Achievement Committee, and Student Achievement Professional Learning	learnings on specific subgroups, English Learners, Foster Youth, and Low Income.		
1.23	STEAM Education	The Office of Educational Technology will continue to build a positive and supportive culture to provide comprehensive STEAM (Science, Technology, Engineering, Arts, and Math) education with a focus on high-quality mathematics instruction and career connections that meet the targeted needs of all students, with a primary focus on our English learners, low income and foster youth, to support increases in academic achievement and preparation for career readiness.	\$137,495.00	Yes
1.24	Professional Learning Plan	Educational Technology will develop a long-term targeted and transparent professional learning plan that aligns with district goals, enhances technical skills, and provides technology-based instruction strategies for all teachers supporting all students to track skill growth year to year and determine the frequency of technology use for instruction. This action is principally directed to EL, LI and Foster Youth students.	\$478,500.00	Yes
1.25	Student Achievement and Ed. Tech Support	The offices of Student Achievement and Educational Technology will provide personnel to support OUSD Student Achievement with a focus on improving student achievement and enhancing the use of Educational Technology specifically for our English Learners, Foster Youth and Low Income Students.	\$1,123,514.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Academic Engagement: Orange Unified is committed to the wellbeing and engagement of all our students.	Broad Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing an environment where all students feel welcomed, valued and can thrive is a major focus for our Orange Unified schools. Chronic Absenteeism is defined as absences for 10% or more days per school year despite the reason. Even though we show improvement by 3.4% on the 2023 dashboard then another improvement of 4.4% on the 2024 dashboard, chronic absenteeism continues to be a challenge for OUSD at a current rate of 14.4%. We diligently work on our outreach methods and provide community resources to families to ensure there are no barriers to students actively engaging in their education. We are proud of our low suspension and expulsion rates and expect to continue to maintain or lower them in the coming years through active engagement with our staff, community and students as we work with a systematic matrix of tiered supports. To do this, we must include our counselors, nurses, restorative practices, plus a focus on providing more intervention supports at the site level. We will monitor progress by gathering feedback via surveys such as the Each Mind Matters Survey as well as our own LCAP survey that provides feedback on implementation of safety protocols and sense of security on our campuses. Our LCAP survey says that 76% of our students feel safe at school or online. As a result of the COVID pandemic, an increased need to implement more student wellbeing supports in our schools was highly evident.

Equally important is the focus on our engagement of our parents, caregivers and community in the support of our students' wellbeing. Through conversations in committees and survey feedback, it was determined that there was a need for improved systems of safety and engagement. When students feel safe at school, we know that student outcomes improve. Partnering with our entire community is essential and invitations to parents, caregivers and community members to engage with our sites and district level committees is imperative.

For the 2024/25 school year, The on-line LCAP survey generated 21,263 responses in the window from October 18, 2024 through January 17, 2025. There were 5,533 elementary student responses, 5,543 secondary student responses, 8,376 parent/community member responses and 1,811 staff member responses. The key takeaways from the survey included increased focus on college and career readiness, emphasis on professional development, increase security and improved infrastructure, and added parent services and supports. The feedback directly correlates to actions included in the 2025/26 LCAP with actions that involve strengthening CTE outreach and college counseling, STEM/arts/support programs for all students, bilingual resources and workshops for families, additional mental and emotional support services for students, and expansion of professional development for teachers. Qualitative responses expressed concerns about school infrastructure, such as playgrounds, classrooms, and overall maintenance. Families included comments focused on curriculum, student learning and academic outcomes. Extracurriculars, including sports, arts, music and clubs were highlighted amongst parents and

students. A need for effective and transparent communication between schools and families was noted, and finally, safety and security were both significant concerns among the surveyed groups. The OUSD 25/26 LCAP continues to include actions for academics, outreach, parent engagement and school safety. Updates in the area of communication was consistent among all school sites and represented a change from the 24/25 LCAP to the 25/26 LCAP with an action included for a universal communication platform amongst all school sites. To add transparency to the document, OUSD will include all State and Federal funds in the 25/26 document. The LCAP is updated yearly to reflect the input gathered in this survey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of OUSD Graduates: *1% increase each year A requirement for graduation in OUSD s enrollment in a broad course of study (i.e. English, math, social science, science, health, PE, VAPA, world language). Graduation rate is the metric for this.	22-23 Our Graduation rate is 93.2%. An annual audit is conducted to ensure equity in access to courses. 22-23 EL Grad Rate 97.05% 22-23 SED Grad Rate 99.39%	2024 CA Dashboard 94.6% Graduation Rate Increased 1.4% 23-24 EL Grad Rate 91.52% 23-24 SED Grad Rate 97.57% An annual audit is conducted to ensure equity in access to courses.		96.2% graduation rate (1% increase each year) EL Target 92.44% SED Target 98.55%	Increased Graduation Rate: up 1.34%
2.2	Dual Immersion participation: *approx 200 students per year	2023-24 School year: 1,115	2024-25 Schooly Year: 1,078		1,715-growth of approx 200 students per year	Dual Immersion Participation Dropped -37.00
2.3	% Attendance rate: *3% overall attendance rate in 3 years (1% per year)	2022-23 Overall - 92.98% overall attendance rate SED - 91.99% EL - 91.64%	2023-24 Overall - 93.98% overall attendance rate SED - 93.13%		*1%x3 Overall - 95.98% overall attendance rate SED - 94.99%	Overall: +1% overall attendance rate SED: +1.14% EL: +1.27%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth - 87.92%	EL - 92.91% Foster Youth - 89.16%		EL - 94.64% Foster Youth - 90.92%	Foster Youth: +1.24%
2.4	% Chronic absenteeism rate: Decline 3% Yearly	2022-23 Overall - CA Dashboard: 20.8% (Yellow) SED - 26.9% (Yellow) EL - 25.4% (Yellow) Foster Youth - 34% (Orange)	2023-24 Overall - 14.4% chronically absent (Yellow) SED - 19.2% (Yellow) EL - 18.4% (Yellow) Foster Youth - 28.6% (Orange)		Declined 3% x3 Overall - 11.8% overall attendance rate SED - 17.9% EL - 16.4% Foster Youth - 25%	Overall: Declined 6.4% SED: Declined 7.7% EL: Declined 7% Foster Youth: Declined 5.4%
2.5	High School dropout rate: *reduced 0.5% per year	2022-23 Overall - 5.1% High School cohort dropout rate SED - 5.7% EL - 11.8% Foster Youth - 18.8%	2023-24 Overall - 2.7% High School Cohort Dropout Rate SED - 3% EL - 6% Foster Youth - 11.1%		*Declined 0.5% x 3 = 1.5% in three years Overall - 3.6% overall attendance rate SED - 4.2% EL - 10.3% Foster Youth - 17.3%	Overall: Declined 2.4% SED: Declined 2.7% EL: Declined 5.8% Foster Youth: Declined 7.7%
2.6	Middle school dropout rate: *maintain 0%	2022-23 Overall - 0% Middle School cohort dropout rate SED - 0.07% EL - 0% Foster Youth - 0%	2023-24 Overall - 0.05% Middle School Dropout Rate SED - 0% EL - 0% Foster Youth - 0%		0% Middle School cohort dropout rate Overall - 0% overall attendance rate SED - 0% EL - 0% Foster Youth - 0%	Overall: Increased 0.05% SED: Declined 0.07% EL: 0% Foster Youth: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	High School graduation rate Increase 1% Yearly	2022-23 CA Dashboard: Overall - 93.2% High School graduation rate SED - 92.7% (Yellow) EL - 87% (Orange) Foster Youth - 81.3% (Orange)	2024 CA Dashboard Overall - 94.6% High School Graduation Rate SED - 94.3% (Green) EL - 90.9% (Green) Foster Youth - 89.3% (Green)		1%x3 Overall - 96.2% overall Graduation Rate SED - 95.7% EL - 90% Foster Youth - 84.3%	Overall: Increase 1.4% SED: Increase 1.6% EL: Increase 3.9% Foster Youth: Increase 8%
2.8	% suspension rate: *0.3% per year	2022-23 CA Dashboard: 2.4% Suspension Rate	2024 CA Dashboard 1.5% Suspension Rate		0.3% x3 2025-26 CA Dashboard: 1.5% (Green)	% Suspension Rate: -0.90%
2.9	% expulsion rate: *remain 0.008%	2022-23 .008% Expulsion Rate	2023-24 .02% Expulsion Rate		.008% Expulsion Rate	% expulsion Rate: +0.192%
2.10	LCAP Survey - I Feel Safe at School; My Child is Safe at School: *Per Year Overall/EL/SED/Foster: +1% Parent +5% Secondary +2% Elementary	2023-24 LCAP Survey Overall 91% of parents Strongly Agree/Agree 61% of secondary Strongly Agree/Agree 79% of elementary Strongly Agree/Agree Disaggregated data for EL, LI and FY was not compiled in 2023-24 LCAP survey. 24/25 data for EL and SED	2024-25 LCAP Survey 90% of parents Strongly Agree/Agree 66% of secondary Strongly Agree/Agree 76% of elementary Strongly Agree/Agree EL		Overall 94% of parents Strongly Agree/Agree 76% of secondary Strongly Agree/Agree 85% of elementary Strongly Agree/Agree EL	Overall -1% parents Strongly Agree/Agree +5% secondary Strongly Agree/Agree -3% elementary Strongly Agree/Agree EL (No Data 23-24)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		subgroups will serve as the baseline.	91% of parents Strongly Agree/Agree 62% of secondary Strongly Agree/Agree 79% of elementary Strongly Agree/Agree SED 92% of parents Strongly Agree/Agree 65% of secondary Strongly Agree/Agree 78% of elementary Strongly Agree/Agree Foster 80% of parents Strongly Agree/Agree 70% of secondary Strongly Agree/Agree 87% of elementary Strongly Agree/Agree		93% of parents Strongly Agree/Agree 72% of secondary Strongly Agree/Agree 83% of elementary Strongly Agree/Agree SED 94% of parents Strongly Agree/Agree 75% of secondary Strongly Agree/Agree 82% of elementary Strongly Agree/Agree Foster 82% of parents Strongly Agree/Agree 80% of secondary Strongly Agree/Agree 91% of elementary Strongly Agree/Agree	% of parents Strongly Agree/Agree % of secondary Strongly Agree/Agree % of elementary Strongly Agree/Agree SED (No Data 23-24) % of parents Strongly Agree/Agree % of secondary Strongly Agree/Agree % of elementary Strongly Agree/Agree Foster (No Data 23-24) % of parents Strongly Agree/Agree % of secondary Strongly Agree/Agree % of elementary Strongly Agree/Agree
2.11	# of students participating in Expanded Learning	2023-24 7,900 students	2024-25 3,860 students participated in		8,137 students (3% growth)	-4,040 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Sites in OUSD (CARES, ELOP, ASES) *1% growth annually		OUSD (Mid-Year number) Expanded Learning at the mid-year point.			
2.12	Student participation in after-school intramural sports: *150 more gain per year	2023-24 1,579 total from all sports	2024-25 Fall 2024 total of 1,054 Students Soccer - 446 Flag Football - 361 Volleyball - 247 There will be several more student athletes in the upcoming Winter & Spring seasons of sports.		*Our goal is to increase participation to 2,029 by 2026-27	-525 Participants
2.13	Percentage of students in grades K, 2nd, 5th, and 8th who received vision and hearing screenings out of the total student population *Increase 1.5+% annually, 95% in three year Metric Discontinued for 25/26	2023-24 90% 81% of eligible students for vision 84% of eligible students for hearing	2024-25 96.9% of eligible students for vision 90.8% of eligible students for hearing Metric Discontinued for 25/26		2026-27 95% of eligible students for vision 95% of eligible students for hearing	+15.9% of eligible students for vision +6.8% of eligible students for hearing Metric Discontinued for 25/26

Goal Analysis [2024-25]

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.

Teachers on Special Assignment (TOSAs) provided professional development and coaching support to all sites (Action 2.1). School and Community Services (SCS) reported an increase in attendance of approximately 1.3% district-wide. Attendance at Student Attendance Review Board (SARB) meetings also increased to 82% (Action 2.3). SCS visited schools to present attendance incentives that motivated students to want to come to school. One of the most significant strengths was the addition of afterschool and summer programming (Action 2.2). Students from all schools attended and parents indicated through surveys and verbal feedback that the programs offered engaged students, were conducted in a safe manner, and supported student learning, especially during the summer months. The participation of our middle school students increased in intramural athletics (Action 2.5). They indicated that not only did it add a feeling of connectedness to their school, but also played a part in preparing them for sports at the high school level.

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 estimated actual for Action 2.1, Engaging, Rigorous and Student Centered Learning Environments, was more than the Budgeted Expenditure due to the increased salary costs for the Teachers on Special Assignment. Unspent ELOP funding is allowed to be carried over for one academic year. At the conclusion of the 2023-24 school year, there was an amount of \$2.7 million left to be spent. This funding was especially welcome as the actual amount released to Orange Unified for the 2024-25 school year was \$10,440,494 (Action 2.2). For Action 2.3, the planned expenditure was \$169,701, but the estimated actual amounted to \$452,716. The difference was due to raises in classified salaries/benefits and the additional sections for high schools for attendance. Budgeting for the 25/26 school year, School Community Services will add the sections into their initial planned expenditures.

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

The TOSAs for Equity and Access and for Career Pathways and Inclusive Practices have effectively supported progress for all students by strengthening AVID implementation and expanding co-teaching, resulting in improved access and outcomes for underrepresented students and students with disabilities (Action 2.1). The California Dashboard indicates that 51.1% of OUSD students are prepared for College and/or Career. The demonstrates a 3% increase from the 2023 Dashboard. In English Language Arts, students maintained 2 points keeping the indicator in Yellow. For Math, the Dashboard indicated an 8.2 point increase, with an indicator of Green. The increase in attendance throughout the district is evidence that actions 2.3 and 2.4 are highly effective. Dashboard data shows that chronic absenteeism declined by 6.4% from 2023 data and a 1.4% increase in graduation rate. Although not statistically verified, there may be a connection between the decline in chronic absenteeism and the increase in graduation rate. In a climate of declining enrollment, it is critical to engage students so that they are motivated to come to school. This happens through afterschool programs and intramural sports opportunities. Our additional nurses support students and families by providing workshops about health related topics, the importance of attendance, and when to come/not to come to school. Our SCS department also conducts home visits with our Coordinator for McKinney-Vento and Foster Youth, Psychologist on special assignment and a nurse to assess and support students and families with excessive tardies and absences. They work alongside our afterschool partners and local agencies like police and fire to provide additional supports at the elementary and secondary levels (Action 2.7).

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.

*The metric titles were amended to include the goal for the metric; this indicates the rate of improvement (either by percentage, points or scaled score) that is expected yearly over the cycle of the LCAP. Metrics 2.4 and 2.7 did not have a change in title. The Targeted Year 3 Outcome changed for metric 2.5 to reflect the .5 decline expected per year. The Targeted Year 3 Outcome changed for metric 2.12 to reflect the 150 student increase expected per year. For metric 2.1, the graduation rates for EL and SED students was included to specifically address these subgroups.

Analysis of implementation data and student outcomes has led to an updated plan for professional development for 2025/26, focusing on AVID strategies, co-teaching practices, and differentiated instruction, with coaching and site-based support from TOSAs (Action 2.1).

Metrics 2.3, 2.4, 2.5, 2.6, 2.7, 2.9 and 2.10 have been updated to include data specific to EL, LI and FY students. For metric 2.10, no EL, SED or FY data was compiled in 23/24. The 24/25 data for the subgroups EL and SED will serve as baseline data.

In Action 2.5, Chronic Absenteeism was added as an additional metric to more accurately support the need.

Actions 2.5, 2.6 and 2.7 were edited for clarity; no data was removed.

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	Engaging, Rigorous and Student Centered Learning Environments	The Curriculum department provides Teachers on Special Assignment (TOSA) to support teachers across the district through professional development and in-class coaching on engaging rigorous and student centered learning environments. Thus, all our targeted subgroups, including our English Learner, foster youth and low incomes students are given opportunities to unlock their potential so that they can achieve successful outcomes.	\$236,206.00	Yes
2.2	Expanded Learning and Summer Enrichment	The Expanded Learning Department will provide funding for afterschool and summer school enrichment programs for kindergarten (including TK) through sixth grade to promote high levels of student engagement and	\$9,965,531.00	No

Action #	Title	Description	Total Funds	Contributing
		wellness, with an emphasis in strong student social emotional support and safety protocols.		
2.3	Increase Attendance and Enrollment Rates	Student and Community Services will deploy dedicated staff across the district to lead attendance initiatives, providing outreach and emphasizing the importance of daily attendance through school events, community engagement, and targeted communication. We will offer ongoing professional development for teachers, support staff, and families to build capacity in attendance monitoring and early intervention. In collaboration with local agencies and community partners, we will expand support services to reduce barriers and improve student engagement. Additionally, a centralized attendance-tracking system will be implemented at all school sites to enhance data sharing, identify chronic absenteeism early, and coordinate timely, site-based responses. With a strong focus on our unduplicated student groups, low-income students, foster youth, and English learners, these efforts aim to close achievement gaps, support social-emotional well-being, and ensure that every student benefits from consistent, meaningful participation in school. Emphasis will be placed on schools in OUSD and student groups within a school that received Red in the area of Chronic Absenteeism: Cerro Villa-English Learners, Hispanic, 2 or more races The subgroup African American received Red in chronic absenteeism for OUSD on the California Dashboard. Subgroup to watch that received Orange is Foster Youth.	\$365,156.00	Yes
2.4	Student and Community Services Administrator	Student & Community Services will continue to be led by an Executive Director who oversees district-wide child welfare, attendance, community engagement, and school connectedness, and provides leadership in core district initiatives, including safety and security, student well-being and support, and student services and compliance.	\$281,069.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Intramural Sports and Athletics	The Office of Secondary Education will continue to fund intramural sports and athletics to eliminate barriers and to allow continued engagement of all students, including EL, LI and FY.	\$217,273.00	Yes
2.6	Additional Health Supports	Student & Community Services is dedicated to ensuring equitable access to healthcare and support for every student, predominantly our low-income, English learner, and foster youth populations, while championing the health and well-being of our entire school community.	\$1,853,165.00	Yes
2.7	Student Intervention Resources and Support	Student and Community Services is committed to providing timely health interventions and personalized support to every student. By partnering year-round with community organizations, we harness their expertise to meet the needs of our most vulnerable populations, including McKinney-Vento, foster youth, low-income, and English learner students.	\$209,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Condition & Climate: Orange Unified maintains strong conditions and climates that directly support efficient and effective teaching and learning environments for our students and staff as well as a welcoming atmosphere for our families and our community.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The purpose of Goal 3 is to address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing. Positive school conditions and climate ensure that all the people in the school community—including students, staff, and families—feel socially, emotionally, and physically safe and that they feel supported, connected to the school, and engaged in learning and teaching. Those feelings can be evaluated through the annual LCAP survey and through the Climate Survey. In order to maintain a quality instructional program, it is essential to maintain highly qualified, knowledgeable teachers to best meet student needs, ensure all students have access to current standards-aligned instructional materials, and facilities are maintained and in good repair. These actions and services will be evaluated on a regular basis to ensure progress is being made to the desired goal. Input received from educational partners through the LCAP development process indicates a desire to increase the percentage of students and staff who feel the school is clean, healthy, safe and offers a supportive learning environment where all students feel connected to their school, especially for students experiencing homelessness and/or low-income as research shows that these students are more likely to have increased behavioral referrals. We plan to provide a clean, healthy, physically and emotionally safe learning environment through actions and services that support student learning by offering Positive School Climate Supports (PBIS), (MTSS), counseling services, nursing services, and added school safety and security measures including partnering with our local police departments for Active Shooter trainings. Educational Partner input also indicates the importance of parents and families being actively engaged in their child's education, and actions have been included to promote parent involvement and provide interpreters and translation whenever possible. We will measure progress toward the goal by monitoring and analyzing specific data, including suspension rates, staff/student/parent surveys, and parent participation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	# of LCAP survey completion totals *Increase 5% each year	2023-24: 12,993 responses to the LCAP survey	2024-25 The LCAP Survey Comparison for Orange Unified School District shows significant growth across all respondent categories from 2023-24 to 2024-25. Total: 21,263 (+63.6%)		14,942 responses: Total 15% (increase of approx 5% each year)	Total 8,270 more responses = 63.6% (+58.6% from the annual goal 5%)
3.2	District Advisory Committee attendance: *Increase 33% per year and double the # in three year	2023-24: An average of 22 attendees (in person)	2024-25: An average of 21 attendees		44 attendees (double to participation to include one rep per school site)	-1 less
3.3	% of LCAP Educational Partner focus groups districtwide: *5% gain per year	2023-24: 1,100 participants district-wide	2024-25 1,146 participants		1,265 participants (increase of approx 5% each year)	46 more = 4.1%
3.4	average # of parents participating in a workshops/training: 16 more per year *average # of attendees at DELAC: 8+ per year and 25 more in three years	2023-24: An average of 48 participants in the district level parent/family engagement workshops *2023-24:	Available by the end of year		96 participants (double the baseline) in district level parent/family engagement workshops 100 parents participating in DELAC meetings	No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		An average number of 75 parents attend DELAC meetings				
3.5	School messenger usage: *Increase 1.5% per year	2023-24: A total of 406,349 messages have been sent out to the families from sites and/or the district.	2024-25: A total of 1,638,590 messages have been sent out to the families from sites and/or the district.		425,000 (about 4.5% in three years) messages (survey indicates communication is a strength)	1,232,241 more Messages have been sent out to families from sites or the District Office. (303% more)
3.6	*LCAP parent responses: *3+% increase per year and 10% in three years	2023-24: 3,921 parents took the LCAP Survey 503 parents participated in a focus group	2024-25 8,376 parents took the LCAP Survey (113.62% increase) *Parent focus groups not conducted		4,313 parents taking the survey & 10% gain in three years (3% gain annually) *Parent focus groups eliminated from metric in 2024/25	4,455 more responses & 113.62% increase
3.7	*Title 1 School parent responders on the LCAP survey: *3+% increase per year and 10% in three years	2023-24: Combined total of EL and LI parents taking the LCAP is 2,524 Title I: 1,702	2024-25: 2,252 (32.3% increase)		*3+% increase per year and 10% in three years (1,872)	29.3% more than the goal 3% growth
3.8	Parents of EL and unduplicated students' participation in district/school parent programs: *10% increase per year	2023-24: 606 parents of EL students and 1,918 unduplicated students' parents participating in	2024-25 2,430 parents of EL students (300% increase) and 3,321 (73% increase)		805 parents of EL students and 2,553 unduplicated students' parents participating in	2,430 parents of EL students (300% increase) and 3,321 (73% increase) unduplicated

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		district/school parent programs	unduplicated students' parents participating in district/school parent programs		district/school parent programs	students' parents participating in district/school parent programs - EL: 290% more, Unduplicated: 63% more
3.9	Local measure including surveys of students, parents and teachers on the sense of safety and school connectedness. *Local measure (Climate Survey) survey on School Connectedness & Engagement: *Increase 0.33 mean scale score annually	2023/24: 90% of Parents reported that they Strongly Agree/Agreed that their child feels safe in school 85% of Staff reported that they Strongly Agree/Agreed that children feel safe in school 79% of Elementary students and 61% of Secondary students report they feel safe in school. *2023-24 Climate Survey: The mean score of School Connectedness & Engagement is 3.51.	2024-25 Climate Survey The mean score of School Connectedness & Engagement is 3.66. Elementary schools reported the highest mean score (4.02). Middle schools reported the lowest mean score (3.26). High schools reported a mean score of 3.51.		90% of Parents reported that they Strongly Agree/Agreed that their child feels safe in school 90% of Staff reported that they Strongly Agree/Agreed that children feel safe in school 90% of Elementary students and 61% of Secondary students report they feel safe in school. *Climate Survey Aiming on the mean score of School Connectedness & Engagement: 4.5/5 in three years: 0.33 gain annually	+0.15

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	# of individual and group professional development and coaching opportunities for Special Education teachers: *Increase 2 per year and 5 in three years	2023-24 From August 2023-January 2024 there have been 25 trainings	2024-25 From August 2024-January 2025 there have been 25 trainings		30 professional development trainings	No change in the individual or Group PD's for SPED Teachers.
3.11	# of Foster Youth Mentors: *Maintain 5:1 ratio	2023-24: 27 Foster Youth mentors in secondary schools (equates to approximately 5:1 ration of students to mentor)	2024-25 26 Foster & Youth Mentors in Secondary Schools (equates to approximately 5:1 ratio of students to mentor)		5:1 ratio of foster youth to mentor (based on the # of foster youth enrolled in OUSD) Target is to remain consistent with baseline.	-1.00 The # of Foster youth declind 1 as of 4/8/25
3.12	School Intervention Lessons to support character development: *36 more lessons per year & 1000 more students per year (Mid-Year Data)	2023-24 Nearpod Lesson 108 (8/23-1/24) launched 3,239 Students receiving SEL instruction.	2024-25 Nearpod Lesson (08/24-12/25) 695 SEL & DCL Lessons Launched 10,141 Students Joining		Nearpod 216 lessons 6,000 students receiving SEL instruction	587 more lessons delivered 6,902 more students
3.13	% Fully Credentialed and appropriately assigned teachers: *100% fully credentialed and 100% appropriately assigned	2023-24: 99.7% fully credentialed and 100% appropriately assigned teachers	2024-25: 99.7% fully credentialed and 100% appropriately assigned teachers		100% fully credentialed and 100% appropriately assigned	No change to the Fully Credentialed or Appropriately Assigned Staff

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.14	Every student has standards-aligned materials: *100%	2023-24: 100% of students have standards-aligned materials	2024-25 100% of students have standards-aligned materials		100% of students have standards-aligned materials	No Change in the Students Standards-Aligned Materials.
3.15	# of hours utilizing interpretation offered during district level meetings: *Increase 10% per year	2023-24: 400 hours of oral interpretation offered during district level meetings	2024-25 445 hours of oral interpretation offered during district level meetings		532 hours (increase of 10% per year)	Increase of 45.00 Hours offered During District Level Meetings
3.16	% of students with access to district devices: *100%	2023-24: 100% of students have access to a device.	2024-25 100% of students have access to a device.		100% of students have access to a device	No Change - 100% Students Have Access to District Devices.
3.17	% LCFF supplemental funding spent by sites: *Increase 1% per year and achieve 95% in three years	2022-23 92.19% of LCFF Supplemental funds spent by sites by the end of 22-23	2023-24 92.3% of LCFF Supplemental funds spent by sites by the end of 2023-24		95% of funds spent by end of year	+.11% - Increase in Funding Spent by sites
3.18	% LCFF supplemental funding spent by departments: *maintain 90% each year	2022-23 89.33% of LCFF Supplemental funds spent by department s by end of 22-23	2023-24 80.55% of LCFF Supplemental funds spent by departments by end of 2023-24		90% of funds spent by end of year	8.78% - Decrease in LCFF Supplemental Funding spent by Departments
3.19	# of Interdistrict transfers going out of OUSD: *Reduce 165 per year and achieve only 1,000 in three years	2023-24: 1,493 interdistrict transfers out of OUSD	2024-25 1,374 of interdistrict transfers out of OUSD		1,000 interdistrict transfer out of OUSD	# of Interdistrict Transfers going out of OUSD decreased by 119

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.20	Number of responses on Climate Survey: *Year 1: 2422 results *Year 2: 2543 results *Year 3: 2670 results	2023-24 2307 survey responses for the 2023/24 Climate Survey.	2024-25 School Year Climate Survey Climate Survey for the 2024-25: 2,669 valid student responses		Year 1: 2422 results Year 2: 2543 results Year 3: 2670 results	increase 362 responses (Goal achieved - 115)
3.21	% suspension rate: *reduce 0.3% per year & 1.5% in three years (Green)	2022-23 CA Dashboard: 2.4% Suspension Rate	2023-24 CA Dashboard 1.5% suspended at least one day Declined 0.9%		(0.3%) x3 2025-26 CA Dashboard: 1.5% (Green)	Declined 0.9% in the Suspension Rate
3.22	# of parents enrolled in the iPad Academy: *27 more per year and 80 more in three years	2023-24 120 parents enrolled in the iPad Academy	2024-25 100 parents enrolled in the iPad Academy		200 parents enrolled in the iPad Academy	The # of Parents Enrolled in the iPad Academy Decreased: -20
3.23	# of data breaches/incidences of security breaches: *maintain 0	2023-24 0 data breaches/incidences of security breaches	2024-25 0 data breaches/incidences of security breaches		0 data breaches/incidences of security breaches	No Change in the Data Breaches or Security Breaches.
3.24	# of children participating in Learning Links: *10+ students per year and achieve 120 in three years	2023-24 89 children aged 0-4 participating in Learning Links	2024-25 Average of 117 Students aged 0-4 participating in Learning Link daily.		120 children aged 0-3 participating in Learning Links	The # of Students Participating in Learning Links Increase by 28.

Goal Analysis [2024-25]

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.

In Goal 3, there were numerous actions that were highly successful. Action 3.4, Foster Youth and McKinney-Vento Mentors, involved establishing and launching College Connections Program. This program is the bridge between secondary schools and continuing education that creates partnerships with local universities and colleges. Five of our secondary school counseling teams are in the process of applying for Recognized ASCA Model Program (RAMP) designation. Secondary school counseling teams are also providing push-in lessons twice per school year to ensure consistent counseling support across the district. Further, all school counselors and schools psychologists have been trained on critical incident stress management and are able to respond effectively to crisis situations (Action 3.6). This year, AP US History and AP Psychology went through a detailed adoption process to adopt new textbooks. Digital licenses were renewed and consumable workbooks purchased for a variety of courses (Action 3.9). The OUSD teacher induction program (Action 3.10) provides new teachers with individualized mentoring, professional learning and reflective practices that support their growth, enhance classroom effectiveness and lead to the Clear Teaching Credential. The Clear Administrative Services Credential program provides new administrators with personalized coaching, professional development and guided reflection to strengthen their leadership skills. Also a part of Action 3.10, the Special Education department provides ongoing professional development to all teachers on current best practices, as well as, additional topics by educational specialist and principal request.

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.

School site allocations, Action 3.1, were budgeted to include a much higher salary increase than what actually occurred. Not knowing the outcome of negotiations, we factored in a higher percentage so as to not have sufficient funds to pay retroactively. In 25/26, the Executive Directors of Elementary and Secondary plan to closer scrutinize school budgets to ensure that they are aligning their spending with their SPSAs which will also eliminate the budgeting discrepancy. In the 24/25 LCAP, OUSD added all sources of funding to the LCAP creating a large difference in what was originally projected for admin support (using only LCFF) and what the estimated actual was (with all funding) (Action 3.2). In Action 3.8, Technology: Infrastructure, Devices, the majority of the costs represent salaries and benefits. In the 24/25 school year, we split Ed Tech and IT into two different departments. The original \$12,120,444 was for the combined department. Once it was split in two, some of the expenses followed Ed Tech, thus creating a much lower amount for the estimated actual (\$8,351,335) for IT. Action 3.10, Teacher Preparation and Support, also reflects the cost of salaries and benefits of our Instructional Specialists. After much research into the Planned Expenditures, it was determined that the \$1,848,288 was over-budgeted and should only include one full salary and a percentage of another. This will be looked at closely in budgeting for the 25-26 school year, as it may have been an error. The difference in Action 3.11 is due to a pending new communication platform for the district. The original amount was going to be spent on School Messenger, but it was decided to not fund this and wait for Board approval of the new platform. Action 3.14, Parent and Family Engagement, was budgeted higher than the actual as less interpretation hours were needed outside of the school day. In addition, parent and family workshops were held at school sites instead of the district level and were paid for out of the CCSPP grant.

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

The Special Education Department Trainings have been instrumental in onboarding new special educators and supporting the ongoing needs to meet the needs of our diverse students with exceptional needs (Action 3.10). The Special Education Department annually provides a menu and a survey regarding professional development topics for the following year to tailor our offerings based on input from our educational providers. Although our Students with Disabilities remain in Orange for English Language Arts and Math, the expectation is that with increased onboarding and training of special education teachers, student achievement data will also increase. SWD increased from 18.86% on the CAASPP 22/23 to 19.61% in 23/24. Math scores reflect growth as well with 14.34% met/exceeded in 22/23 to 16.38% in 23/24. Parent and Family Engagement (Action 3.14) is a vital action as it allows for accessibility for non-English speaking parents. Our LCAP participation grew significantly from 23/24 (3,921) to 24/25 (8,376). This action covers extra earnings for interpretation, often for Board meetings, so that the public can participate in the discussion and actions by the Board. It also funds outside professional services to conduct parent and family workshops on areas of need determined by the LCAP survey, climate survey, and DELAC input. The number of parents of EL students participating in district programs also increased from 606 in 23/24 to 2,430 in 24/25. This represents a 300% increase in participation! The Local Indicator for Parent and Family Engagement reflects strongly that our parents are connected to their school sites and to the district as evidenced by 5's in most areas. Action 3.21, Community Schools, has been highly successful at increasing parent and family engagement by providing a Teacher on Special Assignment at the district level and a Community Lead at each of the 15 sites to work with families to not only support basic needs, but to also encourage the community and families to come together at the site center. Although funded through a grant and not LCFF, this action highlights the ability to create connectedness of our families to the community center and the goal of a welcoming environment. The Annual Performance Report for the CCSPP (Community Schools) grant demonstrates that our Community Leads are actively engaged with families providing resources and supports, not only at their site, but at non-Title I sites as well.

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.

*The metric titles were amended to include the goal for the metric; this indicates the rate of improvement (either by percentage, points or scaled score) that is expected yearly over the cycle of the LCAP. In metrics 3.1 and 3.3, the Targeted Year 3 Outcome changed for to reflect the 5% increase expected per year. In metric 3.4, the number of participants at DELAC was added to the title and the baseline. The Board of Education expressed that they would like to see more data specifically for parents of English learners. Metric 3.6 outcome was changed to explain that parent focus groups were not done in 24/25. The Target was also amended to explain that there will be no data in 26/27 for parent focus groups. The Title for metric 3.7 was changed to clarify that participation is measured by the number of participants who take the LCAP survey at Title I schools. The Baseline added the number of Title I participants since this can be verified. The number of parents of English learners is subjective, as it is calculated simply by parent response to a prompt asking if the student is an English learner. Some parents elected to not specify which makes this metric not completely accurate. To improve the accuracy, the change was made to measure the number of responders at Title I sites. The Target Year 3 Outcome was amended to reflect the anticipated growth percentage of the course of the LCAP cycle to improve transparency. The participation of parents of English learners is better measured in 3.8. The title of the metric 3.9 was amended to include "climate survey" in an effort to be clearer to educational partners. For metric 3.9, language was added in the Baseline to include the mean score for school connectedness. The Climate Survey changed from the previous year, and "Strongly Agree" was taken out of the survey. The Targeted Outcome had to change because it originally included language no longer used in the Climate Survey. Language regarding "mean" was added. The title for metric 3.20 was amended to include the number of responses to add transparency to the public.

To make our Special Education program more successful, Action 3.7, Additional Special Education Staff and Supplies, will now include all of the supports, programs and staff that were previously split amongst different actions. Action 3.7 (24/25) changed its title to Special Education Programs, Supports, Staff and Supplies to more accurately reflect the intent of the action. The action now includes programs and supports not mentioned in the title from 24/25, Additional Special Education Staff and Supplies. This allows for a more succinct action that is all encompassing for Special Education. The LREBG funding was added to the description for 3.7, as well. Action 3.8 was expanded to include all IT actions, cyber safety and security and the technology refreshment program. We rewrote the description for Action 3.11, Communication Tools and Resources, to include a new district-wide communication platform that will inform and engage our diverse community of educational partners. Action 3.12, High Quality Educators and Staff, is a new action that was added as part of an initiative to add entire budget for OUSD into the LCAP. Action 3.12 (24/25) was combined with Action 3.8 because they overlap and seemed redundant. Thus, in 25/26 a new action, High Quality Educators and Staff, was inserted where we previously has 3.12. Two additional actions, 3.16, Foster Connections, and 3.19, Foster Youth Outreach, were eliminated as stand-alone actions and embedded into action 3.3, Foster Youth Coordinator. The two actions are part of what the Coordinator does to support foster and homeless youth in the district. In the 24/26 LCAP, we had numerous actions that addressed Foster Youth. To streamline in 25/26, we combined 3.16, Foster Connections, and 3.19, Foster Youth Outreach, with 3.3 and 3.4, both supporting the needs of Foster Youth. We added a new action into the 3.16 spot, Maintain Infrastructure: Business, HR, MOT. In the former 3.19, we added Early Learning Partnerships.

In the 25/26 LCAP, we added "Native American Students and Families" to the title because we included all funding, including Title VI, to our LCAP. Addressing these students fits into the existing action 3.21.

Action 3.11 is no longer Contributing because it will include a communication system (possibly Parent Squared) that will be utilized by all families. 3.16 is a new action that includes all state and federal funding to support OUSD in the areas of Business, HR and MOT. Action 3.19 is also a new action that supports all children in the district from 0 to 5 years old.

Action 3.11 was Contributing in the 2024/25 LCAP, but has been changed to All Students for the 2025/26 LCAP. The district is changing the communication platform from School Messenger, a tool that was primarily used for communication with our Spanish speaking families. Based on input from our educational partners, there was a need for a new platform that will be used by all schools districtwide. Beginning in 2025, all schools will use the new platform for all communication. Action 3.11 has no funds budgeted because a decision on a communication platform had not been made at the time of the adoption. Action 3.16 was Action 3.24 in the 2024/25 LCAP and was Not Contributing. For 2025/26, this action now includes the addition of all funding sources to support Human Resources and Business. It continues to be for All Students and Not Contributing. Early Learning Partnerships was Action 3.22 in the 2024/25 LCAP. The action did not change, only the number. It was Not Contributing in 24/25 and remains the same for 25/26.

In Action 3.17, Parent iPad Academy, we adjusted the percentage to reflect the overall percent put forth by each of the 7 Community Leads who have this program at their site and the time spent by the TOSA to coordinate the program. This was done to update the methodology of using a percentage versus an actual dollar contribution. Feedback from OCDE was the driving factor to this change. Previously, we used their salary divided by total LCFF Supplemental and Concentration. We were advised to change this to show the amount of time in their workday that actually applies to the this action, the iPad Academy. [TOSA spends 1.5 hours per 7 hour day ($1.5/7=.21$); Leads spend 1 hour per 8 hour day ($1/8=.13$); Total time per day = .34]

In Action 3.20, EL Support, our TOSA spends the remaining 5.5 hours of her day supporting the engagement of parent and families, principally of EL learners ($5.5 \text{ hours}/7 \text{ hour day} = .78$)

Action 3.6 was edited for clarity; no data was removed. We did add an additional metric (2.4) to Action 3.6.

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	School site allocations	The Office of Accountability, in conjunction with our Budget department, collaborate on developing formulas for school site allocations so that school site leaders have resources available to improve student outcomes, increase academic achievement and close learning gaps for English Learners, Foster Youth and Low Income students. Based on each site's unique needs, the funds are used for a variety of actions to meet needs of their student population. School sites use LCFF funds for community liaisons who work directly with families of English learners, low income and and foster youth students to build relationships to foster connectedness with the school. These liaisons provide resources to health services, food and clothing to support families in need. They also assist with the site ELAC and provide parent education under the direction of the district TOSA of Parent and Family Engagement. Sites utilize LCFF funds for other supplemental personnel like resource teachers to provide additional academic support to unduplicated students to bridge the achievement gap caused by lack of exposure, limited English language, and other factors. Tutoring is provided afterschool to remediate gaps in essential skills that cause these students to perform below benchmark levels. Often, lack of English contributes to this underperformance; thus, tutoring also supports English language acquisition. Our sites use LCFF funds to purchase supplemental supplies and equipment, particularly to support AVID. Sites also provide parent and family engagement in addition to that provided by the community liaison to provide specific content related enrichment such as Science Night and Math Night. These workshops educate parents and families on standards and content that students are exposed to so that they can support their child(ren) at home. Sites share their plans for using the LCFF funds through the School Plan for Student Achievement in their continuous improvement cycle process. The SPSA is a collaborative effort between school leadership, School Site Council and ELAC. Principals	\$7,368,325.00	Yes

Action #	Title	Description	Total Funds	Contributing
		continually address actions in the SPSA and document any changes discussed in the minutes for SSC and as part of the annual program evaluation of the school plan, they will analyze the implementation of the actions for effectiveness and share with SSC and ELAC as well as document within the school plan. The SPSA is taken annually to our Board of Education for adoption.		
3.2	Administrative Support for Categorical Programs	The Office of Accountability manages the categorically funded programs that support low income, English Learners and foster youth district wide. The department interfaces and collaborates with all school sites and our budget, assessment and technology departments to ensure services are provided and implemented with the lens of equity and fidelity to ensure positive student outcomes.	\$2,875,368.00	Yes
3.3	Foster Youth Coordinator	The SCS Coordinator provides direct, tailored support for our Foster Youth, collaborating with students, families, and school teams to ensure equitable access to resources and opportunities. Key services include campus tutoring, the College Connections Program (offering FAFSA assistance and graduation tracking), and meet-and-greet events with local college representatives to facilitate the transition to postsecondary education. The Coordinator also manages the Connections Mentor program, ensuring that all Foster Youth and McKinney-Vento students can participate in extracurricular activities and receive wraparound support. These efforts, guided by our Differentiated Assistance model, target the specific academic and social-emotional needs of our students who require the most support. Based on Differentiated Assistance, this action supports addressing our Foster Youth population in OUSD, which received the lowest performance level on one or more indicators (Suspension, ELA, Math).	\$187,144.00	Yes
3.4	Foster Youth and McKinney-Vento Mentors	Student & Community Services (SCS) provides Connections Mentors who support Foster Youth by promoting academic success, school engagement, and access to resources. Mentors offer one-on-one or small group sessions, connect students with on-campus support, and help those	\$35,563.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with Ds and Fs improve their performance. Mentors are regularly trained and play a crucial role in fostering a sense of belonging. SCS also leads the Foster Connections Program, offering quarterly sessions that connect foster parents and caregivers with school staff and community resources. These initiatives address performance gaps among Foster Youth, particularly in suspension rates, ELA, and math, as identified through Differentiated Assistance. Based on Differentiated Assistance, this action supports addressing our Foster Youth population in OUSD, which received the lowest performance level on one or more indicators (ELA, Math).		
3.5	Safe and Welcoming Schools	Student and Community Services is dedicated to strengthening professional development by providing training, coaching, and networking opportunities focused on school safety, emergency response, threat assessment, and tiered intervention strategies. These efforts address critical issues, including chronic absenteeism, behavior management, and alternatives to suspension. A key focus is supporting increased engagement among our most vulnerable student populations, including low-income students, English learners, and foster youth. Emphasis will be placed on schools in OUSD and student groups within a school that received RED in the area of Chronic Absenteeism: Cerro Villa-English Learners, Hispanic, 2 or more races This action will support schools in OUSD that received RED in Suspension; however based on the 2024 Dashboard, there are no schools or subgroups in schools in RED	\$6,657,519.00	Yes
3.6	Counseling Services	In partnership with the Office of Secondary Education, Student & Community Services helps lead and support school counselors across all grade levels. Counselors provide academic guidance, social-emotional learning, and college and career readiness support, including classroom lessons and targeted check-ins, to foster youth and low-income students.	\$3,025,772.00	Yes

Action #	Title	Description	Total Funds	Contributing
		When students' needs extend beyond school support, counselors work with site administrators to connect families with additional resources. The Counselor on Special Assignment (COSA) plays a crucial role in reengagement efforts, participating in School Attendance Review Board (SARB) hearings, supporting students after suspension, and coordinating referrals for crisis counseling and substance education services.		
3.7	Special Education Programs, Supports, Staff and Supplies	The Office of Special Education will provide interventions and student supports through multi-tiered system of support through personnel such as administrators, educational specialists, psychologists, related service providers and instructional assistants. Additionally, through the community assistant at OPK, the department is serving the needs of our parent community. The community assistant works to engage parents of students with exceptional needs through phone and email contacts regarding events and meetings. The department is committed to the ongoing professional growth of our staff through best practice trainings, along with providing tools to better support the needs of students with exceptional needs. Our special education works in tandem with our families to collaborate on individualized education programs that provide the services, materials and programs that are essential to meet every student's needs to access their education. This action is measured by metrics 3.9 and 3.10. \$425,726 from Other State Funds represents LREBG funding. This action addresses our SPED population who are identified as lowest performing in a math and/or ELA at Cerro Villa Middle, Imperial, Olive, Orange High, Palmyra, Portola Middle, Prospect, Serrano	\$87,703,013.00	No
3.8	Technology: Infrastructure, Devices	Technology Services will provide training, infrastructure, and infrastructure support for staff and students. Technology Services provides maintains the camera system, Voice-over-IP phone system, and infrastructure. The department maintains software systems and staffing to maintain an assigned device for each staff and student within OUSD. The network of 1,800 access points, 600 network switches.	\$12,063,487.00	No

Action #	Title	Description	Total Funds	Contributing
		IT continues to support the financial, HR, and Student Information Systems (SIS) as well as implement data integration and analytics services for these platforms. Safety and Security The Department of Technology Services will further develop safety protocols with a multi-department approach to all school sites to increase safe online practices by teachers and students to protect data privacy. Cybersecurity training is provided to employees to ensure the safety and security of student data and infrastructure. Technology Refresh Program The district maintains the Technology Refresh Program to provide each student with an iPad for grades K-2 or 14" HD Windows laptop for 3rd grade and above to support personalized learning and access to knowledge. Furthermore, devices are provided to designated positions to ensure a reliable and consistent computing platform to serve students and the community. Student devices are refreshed in a three or four-year cycle, whereas staff devices are refreshed every five years.		
3.9	Textbooks	The Curriculum Department will purchase TK-12th grade textbooks and instructional materials that are aligned with, and will provide access for all students to, California's academic and performance state standards (including a new K-8 math adoption, additional intervention, dual immersion materials, CTE materials and consumable replacement purchases).	\$9,720,000.00	No
3.10	Teacher Preparation and Support	The Curriculum Department will provide an accredited California Teacher Induction Program (CTIP) for beginning general education and special education teachers, and teacher preparation support for Career Technical Education (CTE) and intern teachers to ensure every student in Orange Unified is served by a teacher who is prepared to create effective learning environments, plan and implement learning experiences to equitably meet student needs, including English learners, low socio-economic, and foster youth students. Curriculum Department will also provide a California Clear Administrative Services Credential program for new administrators to	\$331,423.00	No

Action #	Title	Description	Total Funds	Contributing
		enhance leadership effectiveness and the ability to support student achievement through informed decision-making.		
3.11	Communication Tools and Resources	The Office of Information Technology will provide tools, forums and resources, including a district wide communication platform to inform and engage our diverse community of educational partners. All printed material is translated to Spanish to support communication with families. Communication with our school community supports engagement, principally directed to our EL, LI and FI who are identified as RED at many sites in Chronic Absenteeism. This action was Contributing in the 2024/25 LCAP, but has been changed to All Students for the 2025/26 LCAP. The district is changing the communication platform from School Messenger, a tool that was primarily used for communication with our Spanish speaking families. Based on input from our educational partners, there was a need for a new platform that will be used by all schools districtwide. Beginning in 2025, all schools will use the new platform for all communication.	\$0.00	No
3.12	High Quality Educators and Staff	Orange Unified School District will provide high quality, effective educators in every classroom, as well as site and District administrators and support staff districtwide to ensure that every student and staff are provided an excellent learning environment each and every day. \$371, 018 of Other State Funds represents LREBG funding.	\$159,995,757.00	No
3.13	Climate Survey	The Office of Student Achievement will administer a school climate survey to students to students in grades 6, 8, and 12 to obtain their perspective on school connectedness, overall school climate, and how OUSD fosters a supportive and inclusive learning environment.	\$16,000.00	No
3.14	Parent and Family Engagement	The Office of Accountability will provide support to increase engagement of parents and families of EL, LI and FY through resources, software,	\$18,661.00	Yes

Action #	Title	Description	Total Funds	Contributing
		trainings, workshops conferences, consultants and stipends for interpretation.		
3.15	LCAP Survey	The Office of Student Achievement will support all costs associated with the annual LCAP community partner engagement process which involves staff, parents, community and students in order to inform our Local Control and Accountability Plan to provide more equitable opportunities and outcomes for our students, with special attention to our English Learner, foster youth and low income students. Questions align with our Strategic Plan and center on actions, services and programs offered in OUSD.	\$20,000.00	Yes
3.16	Maintain Infrastructure: Business, Human Resources, Maintenance, Operations and Transportation	Orange Unified School District will ensure that all campuses will be clean and safe learning and working environments and they will use the results of the annual Facilities Inspection Tool (FIT) and the common trends from participants for facility improvement in our LCAP survey to address facility and maintenance needs at various school sites annually. In addition, Orange Unified School District will also provide safe and reliable transportation to and from school and other events so that transportation is never an issue for our students. \$3,850,706 of Other State Funds represents LREBG funding. This action was Action 3.24 in the 2024/25 LCAP and was Not Contributing. For 2025/26, this action now includes the addition of all funding sources to support Human Resources and Business. It continues to be for All Students and Not Contributing.	\$56,201,221.00	No
3.17	Parent iPad Academy	The Office of Accountability has developed and implemented the Parent iPad Academy to provide parents of English learners the opportunity to engage with applications on a district purchased iPad to become more knowledgeable with technology and applications that support family wellness and student academic progress.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.18	Interpreter	The Office of Accountability will provide interpretation and translation for our Spanish-speaking parents and families of unduplicated pupils to ensure equitable access to information, materials, meetings and presentations for families of our English Learners.	\$500.00	Yes
3.19	Early Learning Partnerships	The Early Learning Department will partner with community organizations to provide funding to support families with children Birth to Four through family education, resources and engaged learning opportunities daily through OUSD. Early Learning Partnerships was Action 3.22 in the 2024/25 LCAP. The action did not change, only the number. It was Not Contributing in 24/25 and remains the same for 25/26.	\$87,365.00	No
3.20	Support for EL and Low Income Families	The Office of Accountability provides forums for our English Learner and Low Income families and caregivers to be informed of the services, programs and resources available in our district and in the surrounding community. We also provide meetings to communicate to site staff responsible for connecting them to their community or district resources.	\$0.00	Yes
3.21	Community Schools, including Native American Students and Families	The Office of Accountability will support the efforts of Community Schools through professional development of Community Leads, establishing partnerships with community organizations, and development and implementation of workshops and resources that engage parents and families throughout the community, principally supporting EL, LI and Foster Youth students. The Title VI Native American grant additionally supports Native American students throughout our community with these workshops and resources specifically for native students.	\$5,016,504.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier Funds: Within three years, all students, and particularly low-income, EL, and Hispanic students, at Richland Continuation High School and our OUSD Community Day School, will demonstrate growth towards meeting or exceeding standards in Math as measured by CAASPP test results (Richland only) and local benchmark assessments. In addition, the percentage of EL students making progress toward English language proficiency will exceed 14.5% achieved in 2023. The percentage of all students including low-income, EL and Hispanic students prepared for college and career will exceed the .8% from 2023.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Our analysis of the 2024 Dashboard data indicated a need to continue supporting English Language Arts (ELA) and Math at Richland Continuation High School, one of the two Equity Multiplier school sites in OUSD. In ELA, Hispanic and Socioeconomically Disadvantaged students (SED) were Red. These were the only two significant subgroups for which data was available in ELA. In Math, those two subgroups were Orange. This need is echoed by feedback provided by educational partners, in addition to ATSI designation. We plan to improve Math performance through the actions included in the goal and will measure progress using CAASPP Math results and local assessment data. Additional Guided Language Acquisition Design (GLAD) implementation will support English Language Arts. Progress toward English language proficiency will be measured by performance on the English Language Proficiency Assessments for California (ELPAC). There has been some growth in this area, as the Dashboard indicates a 13.1% increase in the number of students making progress from the previous year. The indicator is Yellow for English Learner Progress. The Dashboard indicated that only 2.3% of Richland's students are meeting the criteria for college and/or career readiness, putting All Students in Red in this indicator. Equity Multiplier funds will be used to enhance career pathways to support students after graduation.

Community Day School is not reported on the Dashboard due to low student enrollment; however, the demographics mirror that of Richland, with additional Equity Multiplier funds to support English learners, low-income students, students with disabilities and Hispanic students. This action will increase Math performance through co-teaching methods and will measure progress using CAASPP Math results and local assessment data. Progress toward English language proficiency will be measured by performance on the ELPAC. Teachers will be trained in GLAD to enhance language acquisition.

The Office of Accountability, in conjunction with our Budget department, collaborate with the identified schools to allocate Equity Multiplier funds so that site leaders have resources available to improve student outcomes, increase academic achievement and close learning gaps.

Based on each site's unique needs, the funds are used for a variety of actions to meet needs of their student population. School sites use EM funds for extra sections, extra earnings, and additional part time counselors. The identified sites share their plans for using the EM funds through the School Plan for Student Achievement (SPSA) in their continuous improvement cycle process. The SPSA is a collaborative effort between school leadership, School Site Council (SSC) and English Language Advisory Committee (ELAC, if applicable). Principals continually address actions in the SPSA and document any changes discussed in the minutes for SSC. As part of the annual program evaluation of the school plan, they will analyze the implementation of the actions for effectiveness and share with SSC, as well as, document within the school plan. The SPSA is taken annually to our Board of Education for adoption.

The following explains the involvement of educational partners in the decision-making process for Equity Multiplier funds at each site:

- 1.) The district notified the respective schools and site administrators of renewed funding.
- 2.) Executive Director of Technology and Student Achievement met with the two schools to discuss the non-stability rates and the lowest performance areas as indicated on the California School Dashboard. For CDS, discussion focused on local indicators, as no Dashboard data was available.
- 3.) The follow up consultation meetings with Richland included collaboration with the Director of Accountability, Administrator of Multilingual Services and the site administrator. Together, the team reviewed the Dashboard data and discussed the low performance areas and strategies for improvement, specifically focusing on English learners and long-term English learners in order to review and edit (if necessary) the focus goal in the LCAP. The site administrator met with leadership team and school site council (SSC) to share the goal and provided opportunity for feedback/ input.
- 4.) The follow up consultation meeting for Community Day School included collaboration with Executive Director of Technology and Student Achievement, Director of Accountability, Administrator of Multilingual Services and the site administrator. Together, the team reviewed local data as no Dashboard data was available due to the small number of students. Engagement and attendance was determined to be the main areas of focus. The team created the focus goal in the LCAP (Goal 4) to expose students to dual enrollment courses at Richland and additional counseling at both sites.
- 5.) At the district committee meetings–DAC and DELAC, information about Equity Multiplier funding and eligible schools was presented.
- 6.) Both CDS and Richland have a School Plan for Student Achievement (SPSA) to address specific data, strengths and challenges for their site. These are fluid documents that are completed in collaboration with teachers, SSC, and ELAC.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP - Math Low Socio Econ (Richland): *Improve 3 points per year	2022-23 233.7 status points below standard	2023-24 CA Dashboard 199.2 status points below standard (+34.5) (Orange)		224.7 status points below standard	34.50 Point Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	CAASPP - Math Hispanic (Richland): *Improve 3 points per year	2022-23 232.6 status points below standard	2023-24 CA Dashboard -200.3 status points below standard (+32.3) (Orange)		223.6 status points below standard	32.30 Point Change
4.3	EL Progress (Richland): *Increase 3% per year	2022-23 14.5% making progress towards proficiency	2023-24 CA Dashboard 27.7% making progress towards proficiency (+13.1%) (Yellow)		23.5% making progress towards proficiency	13.1% Increase in EL Progress
4.4	College and Career - Low Socio (Richland): *Increase 2% per year	2022-23 .9% College and Career Indicator demonstrates prepared	2023-24 CA Dashboard 2.4% (1.5%) (Red) College and Career Indicator demonstrates prepared		6.9% College and Career Indicator demonstrates prepared	1.50% Increase College & Career Prepared (change from 3% per year to 2% to align with the Goal 1 metric)
4.5	College and Career - Hispanic (Richland): *Increase 2% per year	2022-23 1.0% College and Career Indicator demonstrates prepared	2023-24 CA Dashboard 2.8% (increase 1.8%) (Red) College and Career Indicator demonstrates prepared		7% College and Career Indicator demonstrates prepared	1.80% Increase College & Career Prepared
4.6	College and Career - ELs (Richland): *Increase 2% per year	2022-23 2% College and Career Indicator demonstrates prepared	2023-24 CA Dashboard 0% (-2.0%) (Red) College and Career Indicator		8% College and Career Indicator demonstrates prepared	-2.00% Decrease in College & Career Prepared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			demonstrates prepared			
4.7	D's & F's Rate (CDS): *Reduce 5% per year	2023-24 Semester 1: D's & F's rate= 33.33% Semester 2: D's & F's rate= 14.89%	2024-25 Semester 1: D's & F's rate= 46.88% Semester 2: D's & F's rate= 26.52%		D's & F's rate=10%	Increase 13.55% in D's & F's Semester 1 Increase 11.63% in D's & F's Semester 2
4.8	Suspension Rate (CDS): *Reduce .3% per year	2022-23 23.8%	2023-24 CA Dashboard 31.3% suspended at least one day		22.9% suspension rate in 2025-26 CADashboard	Increased 7.4% in Suspension Rate
4.9	Attendance Rate (CDS): *Increase 1.5% per year	2023-24 86.78% Attendance Rate - April 2024	2024-25 (May 2025) 68.4% Attendance Rate		90% Attendance Rate - April 2027	18.38% increase in Attendance Rate
4.10	Suspension Rates EL (Richland): *reduce 2% per year, SWD (Richland): reduce 3% per year	2022-23 EL: 11.2% SWD: 13.6%	2023-24 CA Dashboard EL: 2.8% (-8.4%) SWD: 5.7% (-7.9%)		<5% suspension rate	-8.40% Decrease in EL Suspension Rates -7.90% Decrease in SWD Suspension Rate
4.11	CAASPP - Math All Students (Richland): *Improve 3 Status points per year	2022-23 232 points below standard	2023-24 CA Dashboard 198 points below standard		223 status points below standard	Improve 34 status points in math

Goal Analysis [2024-25]

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.

English Language Progress Monitor for Richland showed an increase from the 2023 Dashboard to the 2024 Dashboard. Specifically, English Learners increased 13.1% and Long Term English Learners increased by 17.6%. This put both subgroups in Yellow. Suspension rates declined among all significant subgroups. This allowed Richland to be in Green overall and for all subgroups. The suspension rate at Richland declined from 13.1% in 2023 to 2.7% in 2024 for All Students. Although still Red, SED and Hispanic subgroups increased slightly on the College and Career indicator. The biggest success for Richland was the overall growth in math. All subgroups showed marked improvements. English Learners increased 15.8 points, LTELs 14.7, SED 34.5 and Hispanic 32.3. Although Math is an overall Orange, this demonstrates positive growth and improvement. Graduation rate of 69.7% is below the state average of 86.2%. This continues to be a challenge for the continuation high school.

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.

Community Day School spent 100% of their EM funds on the salary for their counselor-there was no difference in what was budgeted versus what was spent. Richland spent significantly less on GLAD materials than originally budgeted (Action 4.1). Much of what was needed for professional development was already at the site and did not need to be purchased. Initially, Richland planned to hire a TOSA to work with staff on GLAD, but in an effort to braid funding, an existing district-level TOSA for English Learners was available. This also contributed to Action 4.1's higher planned expenditure than the estimated actual. Materials for social emotional support and PBIS were also available at the district level, so more was budgeted originally than actually expended (Action 4.2). Additional hours for extra earnings to support PBIS and MTSS were also not as high as expected. . Action 4.3 was originally only budgeted for CDS, but additional counseling was added to support Richland. This will decrease the difference in what was planned for in Action 4.3 and the estimated actual. For Action 4.4, it was originally planned to add sections for math support. Class size was smaller than anticipated so additional classes and co-teachers were not necessary. For 25/26, actions will reflect a deeper focus on student engagement and attendance.

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

English Learners and Long Term English Learners increased 13.1% and 17.6% respectively in the English Language Progress Monitor. This year, the inclusion of a TOSA to provide professional development focused on GLAD strategies to support the teachers at Richland in delivering more focused lessons in ELA contributed to the increase in both of these subgroups. These subgroups were not significant in number to generate performance levels in ELA on the Dashboard. The addition of a counselor contributed to the decline in suspensions at Richland. Alternative forms of discipline supported by Student Community Services allowed students to remain on campus to complete assignments.

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.

*The metric titles were amended to include the goal for the metric; this indicates the rate of improvement (either by percentage or points) that is expected yearly over the cycle of the LCAP. We also added the Baseline year for each metric. For metrics 4.4, 4.5 and 4.6, the Year 3 Outcome Target was adjusted to meet the 2% expected growth per year. In metric 4.7, the D&F was recalculated based on data (original was an estimate), and the rate for semester 2 was added. In metric 4.8, the original baseline was "5 students" and was changed to a percentage.

The title for Action 4.3 originally read "Academic and Wellness Support for CDS" and was amended for 2025/26 to include Richland. Richland will also utilize additional counseling hours to specifically address attendance concerns and academic support. Action 4.4 was originally going to support a counselor, but this was changed so that it would be included in 4.3, along with CDS. Richland's need for additional hours to support Math was much less expensive, and the counselor salary was moved to 4.3.

Based on the successes of both English Learner Progress and Suspension rates on the Dashboard, Richland intends to continue implementing GLAD strategies in all classes. The additional counselor will continue to be funded so that she can monitor suspension rates and enforce alternative forms of discipline. The counselor will devote more effort into college and career readiness in the upcoming year, as this remains in Red for all subgroups except SWD. The counselor will also focus on supporting students to graduate to address the declining rate at Richland.

The target for Action 4.8 changed to 22.9% from 10% to reflect .9% reduction for each year. This reduction was added to ensure OUSD does not fall out of its current color status. The original target of 10% was not based on any specific percentage change needed yearly; thus, it was updated to be a more accurate reflection of year to year progress during the LCAP cycle.

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
4.1	Support for English Learners	Richland will receive support for their English Learners from an EL TOSA. The TOSA will provide professional development in GLAD for the teachers and participate in observations to support the process. Specifics are included in Richland's SPSA. Funds to support this are delineated in the school SPSA.	\$29,636.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Support to Increase Student Engagement and Reduce Chronic Absenteeism at Richland	Richland will collaborate with Santiago Community College to implement a dual enrollment class that will serve to engage students and encourage attendance.	\$16,404.00	No
4.3	Academic and Wellness Support for CDS and Richland	EL, LI and Foster Youth Students at Community Day School need additional supports, especially in the area of emotional wellness. Richland will utilize additional counseling hours to specifically address attendance.	\$225,848.00	No
4.4	Math Support	Students at Richland scored very low on the California Dashboard in Math. An additional section to allow for co-teaching in math to increase math scores.	\$7,604.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$40,681,313	\$2,292,170

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
15.993%	0.000%	\$0.00	15.993%

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
1.4	Action: Professional Development and Support for Core Subjects Need: Unduplicated students are still performing lower than other students in ELA/Math CAASPP based on the Dashboard and CAASPP scores.This data indicates that there is a need for increased targeted professional development for all teachers of English	Focused and targeted professional development for our diverse learners that will strengthen their instructional practices and strategies to ensure success and equitable access for all students. El, LI and FY are provided with Thinking Maps, AVID strategies, close reading strategies. Teachers need additional training in these areas to equip them to support language development and acquisition. Follow-up support throughout the school year is provided for classroom teachers to ensure effectiveness of the strategies. The	(District & Site) Learning Walk: Implementation of academic content and performance standards for all students, including how English Learners will access the CCSS and ELD standards (Metric 1.5)

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
	Learners, Foster Youth and Low income students. Scope: LEA-wide	dashboard shows us that our students are performing lower state wide.	
1.5	Action: Early Learning and Elementary Support Need: Based on our most recent Early Development Index, Communication and General Knowledge are areas of concern. Only 33% of our incoming kindergarteners possessed adequate skills in these two areas. This demonstrates the need to increase our kindergarten readiness skills in our Pre-K and TK programs. Overall, only 38% of our incoming kindergarten students are prepared to enter school. Our greatest need is in the West side of our district where the majority of our Title I schools are located. Scope: LEA-wide	Provide educational readiness opportunities targeting our multi-lingual, foster and low-income students. Pre-K GLAD is a strategy for professional development for teachers of multi-lingual students. Materials designed to build vocabulary for second language learners are part of this program. Parent outreach is a component of this action to provide parent education in early literacy. A targeted emphasis on Title I schools with State Preschool to continue to foster the relationship with parents into the TK program.	Kindergarten Readiness (EDI) (Metric 1.15)
1.6	Action: Elementary Support Need: Additional supports for our youngest students so that they have a strong foundation for kindergarten; additionally, reduce the number of combination classes. As many of our schools are experiencing a decline in	Provides foundational skills for youngest students in the district and also provides instructional assistants and additional teachers at elementary sites to reduce the number of combination classes. Our educational partners continually provide feedback that supports the need to reduce combination classes. Concentration funds are used for this purpose. Our TK students need foundational skills to be prepared for kindergarten.	K-2 Reading Composite Score (Foundational Literacy) (Metric 1.16) New adoption of Reading Difficulty Screener will impact metric in 2025/26

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
	enrollment, the staffing ratios are creating more combination classrooms. On our LCAP survey open ended comments, Educational Services and every one of our 27 elementary schools has received numerous concerns when a combination classroom is scheduled for operation. At sites with more than four or five combo classes planned in our underserved communities, adding an additional teacher has been prioritized to reduce the student to teacher ratio and create fewer combos. For example: of 12 of our 27 schools that were slated to have 4 or more combos, totaling 43 total combos (9 have a UPP% of 80% or higher and the other 3 between 79%-50%), we were able to reduce that number to 26 combos and a total of 88 classrooms with enrollment under 30. This supports lower teacher student ratio and allows a teacher to focus on one set of grade level standards and develop groupings to deliver content to a straight grade where intervention supports are necessary in our higher UPP schools. Scope: LEA-wide	Through our ELAC and DELAC meetings, it was determined that many of the parents of our current EL students do not send their younger children to preschool. Therefore, it is critical that we provide programs prior to kindergarten. Our SED identified families struggle with paid preschool and TK programs, thus the need to provide TK.	
1.7	Action: Mathematics Support Services Need: On the 2023 Dashboard, Unduplicated pupils performed lower in Math than the all student group and was an area of concern, as students performed lower on math CAASPP	Professional development will target standards based practices, academic language instruction, and strategies for differentiation to principally support unduplicated pupils. Although performance increased from 2023 to 2024 in Math performance, it is still a concern overall in OUSD. English Learners, SWD and African American students are Orange on the Dashboard; LTELs,	Local Math indicator (iReady Median and Proficiency) (Metric 1.14) SBAC/CAA/LTEL (Math) & CA Dashboard Math (Metric 1.2)

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
	assessments than they did on the ELA assessments. There was a need for professional development for teachers to support UPP students in math. Scope: LEA-wide	Foster and Homeless subgroups performing in Red on the Dashboard.	
1.8	Action: Career Technical Education Need: CTE pathways in high school help students become college and career ready by equipping them with practical skills and real-world experiences, enhancing their academic engagement and career awareness. Research indicates that students participating in CTE programs have higher graduation rates and are more likely to pursue postsecondary education and gainful employment (Association for Career and Technical Education, 2018). OUSD CTE Pathway completers that are English learners, low socioeconomic and students with disabilities have higher graduation rates than those that are not CTE pathway completers. Scope: LEA-wide	OUSD's Career Technical Education (CTE) programs provide particularly significant benefits for English Language Learners (ELLs), low-income students, and foster youth because they offer accessible, hands-on learning experiences that lead directly to meaningful career pathways. CTE programs present a valuable opportunity to gain industry-recognized skills and certifications that can lead to stable, well-paying jobs immediately after high school. English learners benefit from the practical, real-world context of CTE instruction, which supports language development through active engagement and collaboration rather than abstract academic content. Similarly, foster youth and students from low-income backgrounds often thrive in CTE environments that offer smaller class sizes, individualized support, and strong relationships with instructors and mentors. Additionally, CTE programs frequently connect students to community resources, internships, and job placements, which not only increase their engagement in school but also provide potential career pathways that can create opportunities for independence that are especially critical for youth facing socioeconomic challenges. Rigorous core academic instruction along with work place readiness skills will be provided across	Percentage of students completing a CTE Pathway (Metric 1.4)

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
		a variety of industry sectors. CTE teachers will be supported by the Teacher on Special Assignment for Career Pathways and Inclusive Practice, so they can effectively meet the needs of English Learners, low socio-economic, and foster youth students.	
1.9	Action: College and Career Readiness Need: The Dashboard shows that our unduplicated pupils are less ready for college and career compared to non unduplicated students. The 2024 Dashboard College/Career indicator shows EL and FY subgroups are Yellow, while low income students are Green. EL and FY are one color indicator below All Students. Scope: LEA-wide	Differentiation for advanced learners, AVID, College and Career Fairs, Robotics, interventions, dual enrollment, Visual and Performing Arts (VAPA) programs, STEM (Science, Technology, Engineering, and Math) and Career Technical Education (CTE) pathway programs will be offered across at all schools. Our goal is to provide additional access to dual enrollment courses and CTE courses. Providing students with more support to register for community college courses will spread the awareness and the process for supporting readiness for college and career. Surveying the students for interest in CTE courses will provide more district feedback to offer the most in demand pathways. This action will increase the percentage of UPP that graduate having completed a CTE pathway and meeting A-G requirements.	CCI Prepared (Metric 1.6)
1.11	Action: Multi-Tiered System of Support (MTSS) Need: To acquire and continually show growth in state academic standards while addressing both behavior and wellness. Our foster youth, EL and LI students show higher rates of	Implement a comprehensive Multi-Tiered System of Support (MTSS) that incorporates evidence-based best practices, differentiated learning supports, and universal screening and progress monitoring. This Multi-Tiered System aims to ensure all students, including English learners, low socio-economic, and foster youth students, acquire state academic content standards while addressing academic, behavioral, and social-	SBAC/CAA/LTEL (ELA) & CA Dashboard ELA (Metric 1.1) SBAC/CAA/LTEL (Math) & CA Dashboard Math (Metric 1.2) Local ELA indicator (iReady Median and Proficiency) (Metric 1.13)

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
	chronic absenteeism and therefore not present enough or consistently to learn. Scope: LEA-wide	emotional needs. As part of our Multi-Tiered System of Support, we will provide resources for elementary school CAST (Collaborative Academic Support Teams) meetings to monitor student progress, deliver timely interventions for struggling students, and promote academic and social-emotional wellness. CAST is a part of our OUSD MTSS Processes specifically at the elementary level. Schools' sites are provided subs released time to meet as grade levels to talk about students who are not responding to Tier 1 instruction. Parents are notified if their student is brought to Cast as another means to connect families with the students' academic program. At these meetings strategies are discussed, goals are written, and progress monitoring is evaluated. If a student is not responding to interventions from the teacher, he/she may be recommended for Tier 2 supports (varied by school site). CAST supports students and families to better understand behaviors in the classroom that may impact attendance. We know that our foster youth have additional struggles outside of school, and CAST supports these students through counseling, psych services and additional resources.	Local Math indicator (iReady Median and Proficiency) (Metric 1.14)
1.12	Action: Science Center Need: Increase academic achievement in science, as measured by the CAST and CAA state tests. Growth is needed to close the achievement gap for EL, low-socioeconomic and foster youth students.	A district-operated science center serves as an equity-focused resource designed to support English Learners (ELs), low-income students, and foster youth by providing access to high-quality, hands-on STEM learning experiences. The center offers multilingual resources, scaffolded curriculum, and staff to support language development alongside science content. Family engagement is prioritized through inclusive STEM events with translation services, and collaboration with community organizations ensures	Science-CAST/CAA Science & CA Dashboard Science (Metric 1.10)

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
	Scope: LEA-wide	comprehensive support. Overall, the science center is a strategic investment in educational equity, designed to close opportunity gaps and expand college and career readiness for historically underserved students. This action provides professional learning and support for science programs and curriculum, including hands-on exploration using science kits to make content more meaningful for students, including English learners, low socio-economic, and foster youth.	
1.16	Action: Elementary Resource Teachers Need: Undup students are performing in the Red and Orange levels in ELA. In Math, they are performing in Red, Orange and Yellow. Additional student groups including African American, SWD and Hispanic also need support. When we take a closer look at ELA, LTELs, Foster Youth and Homeless are Red; EL, SWD and African American and Hispanic subgroups are Orange and SED are Yellow. In Mathematics, the detail report shows us that LTELs, Foster Youth and Homeless are Red; English Learners, SWD, and African American are Orange; and Hispanic and SED are Yellow. These subgroups need additional support across the district to gain increased proficiency to move toward the Green indicator. The goal for adding a resource teacher to each elementary site is to increase	The resource teacher will work with small groups of EL and low achieving students to improve academic achievement in ELA and Math. She will administer a reading difficulty screener, a tool that will provide valuable insight to improve instruction to English Learners. The resource teacher will also provide Tier 1 and 2 intervention supports at each elementary school. Our goal is to show growth on the dashboard, and this support will address students' specific areas of need. The resource teachers will have an intense focus on K-2 literacy skills for EL, LI and FY students.	SBAC/CAA/LTEL (ELA) & CA Dashboard ELA (Metric 1.1) SBAC/CAA/LTEL (Math) & CA Dashboard Math (Metric 1.2) Local ELA indicator (iReady Median and Proficiency) (Metric 1.13) Local Math indicator (iReady Median and Proficiency) (Metric 1.14)

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
	student outcomes in both ELA and Mathematics. Scope: LEA-wide		
1.17	Action: Visual and Performing Arts (VAPA) Need: Ensure that EL, LI and FY have access to visual and performing arts. Research shows that arts education can boost literacy and math skills, particularly benefiting underserved student populations by providing diverse learning experiences and fostering a supportive school environment (Americans for the Arts, 2018). Increasing math and literacy skills is an identified need for EL, LI and FY students. Scope: LEA-wide	This action serves to expand students' access to visual and performing arts courses, activities, and resources, including field trips and instructional materials designed to foster immersive learning experiences. This supports all students but especially is needed for EL, LI and FY. VAPA teachers are provided professional development in incorporating linguistic strategies and engagement ideas for multi-lingual learners.	# of VAPA teachers (Metric 1.19)
1.18	Action: Secondary Academic Support Need: The CCI indicators shows that our EL subgroup is not meeting A-G and taking as many AP courses as fluent English speakers. The California Dashboard indicates that 17.6% of English learners are prepared for college/career compared to 51.1% of All Students. These places them in Yellow.	This action expands access to instructional materials and courses that provide powerful learning experiences for all students including Advanced Placement (AP), International Baccalaureate Program (IB), and rigorous college and career STEM courses, as well as intervention and targeted academic support services, which includes credit recovery, summer school, extended learning, AVID, Dual Language and enrichment. Secondary Academic Support classes support the needs of English Learners, Low-Income, and	Advanced Placement and International Baccalaureate participation (Metric 1.7)

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
	Long-term English learners are even less prepared at only 15.5%, placing them in Orange. Scope: LEA-wide	Foster Youth by providing targeted, structured time to close learning gaps, build foundational skills, and receive individualized help they may not have access to outside of school.	
1.19	Action: P21 Specialists Need: Allow more students access to CTE and STEM opportunities, particularly EL, LI and FY. Our CCI Indicator on the California School Dashboard shows LTELs, Homeless and SWD in Orange and English Learners and Foster Youth in Yellow. We need to increase their access to engaging CTE pathways to ensure pathway completion. Scope: LEA-wide	P21 specialists at each comprehensive high school will coordinate CTE pathway development and STEM opportunities for students. They interface with students and teachers and partake in recruitment of CTE teachers to provide access to CTE courses that are requested from our community. The P21 assist CTE teachers with language development within courses to support linguistic needs of our English Learners. They provide additional academic support for LI and FY by working with the CTE teachers to coordinate academic lessons to help with content comprehension or sequence of ideas.	Percentage of students completing a CTE Pathway (Metric 1.4)
1.22	Action: Student Achievement Data Analysis, Progress Monitoring Software, Student Achievement Committee, and Student Achievement Professional Learning Need: Consistent data analysis will allow district personnel and teachers to track progress of at-risk students. Our current California School Dashboard shows that our specific student groups of EL, LI and FY are in need of	These learning opportunities, data analysis and monitoring software and programs will enhance the learnings on specific subgroups, English Learners, Foster Youth, and Low Income. Data specific to language growth and proficiency allows the teacher to scaffold appropriately. Data helps to determine if academic struggles are based on comprehension of a skill or based on language proficiency. Data is specific to student groups, i.e., iReady data is broken down by subgroup to determine how those students are performing. We use that information to project how the subgroup	SBAC/CAA/LTEL (ELA) & CA Dashboard ELA (Metric 1.1) SBAC/CAA/LTEL (Math) & CA Dashboard Math (Metric 1.2)

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
	consistent progress monitoring so that we can scaffold instruction appropriately and to ensure that our students move out of red, orange and yellow systematically. In ELA and math, our ELs are in Orange and LTELs in Red. Our foster youth and homeless students are Red in both subjects. This demonstrates a need to evaluate progress often so that the teacher can provide immediate intervention. Scope: LEA-wide	will perform on State testing. The data is shared with teachers so they can support their English Learners with scaffolded lessons throughout the day.	
1.23	Action: STEAM Education Need: To provide comprehensive STEAM education with a concentration on mathematics. ELs are Orange in ELA and Math; LTELs, Foster Youth and Homeless are Orange; SED are Yellow on the Dashboard n Mathematics. This is critical in moving toward Green on the Dashboard. Rather than isolated interventions, a systemic approach can more effectively address the multifaceted challenges these student groups face: English Learners (EL): • ELA Proficiency: Only 10.9% met or exceeded standards. • Math Proficiency: 9.9% met or exceeded standards. • Chronic Absenteeism: 26.3% rate. • Graduation Rate: 73.5%.	Build a positive and supportive culture to provide comprehensive STEAM (Science, Technology, Engineering, Arts, and Math) education with a focus on high-quality mathematics instruction and career connections that meet the targeted needs of all students, principally, our EL, LI and FY. The office of Educational Technology has established a variety of programming to make the learning of the math and sciences operate in a "fun" environment so that students are more engaged and do not realize they are learning math and science to solve problems in a collaborative setting. Within the programming, students also begin to learn the relevance to the real world application of the skills that can be applied to future careers. Examples of the programming eSports, Project Lead the Way, robotics, drone leagues.	CCI Prepared Rate (Metric 1.6)

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
	- College/Career Readiness: 15.3% deemed prepared. Foster Youth (FY): - ELA Proficiency: Scored 87.3 points below standard. - Math Proficiency: Scored 125.1 points below standard. - Chronic Absenteeism: 30.5% rate. - Graduation Rate: 65.7%. - College/Career Readiness: 13% deemed prepared. Low-Income Students (LI): - ELA Proficiency: 34% met or exceeded standards. - Math Proficiency: 21.2% met or exceeded standards. The data indicates that EL, LI, and FY students face significant academic challenges. Implementing a comprehensive STEAM program can address these challenges by providing equitable, engaging, and future-focused education, leading to improved outcomes across the board. Scope: LEA-wide		
1.24	Action: Professional Learning Plan Need: Based on our benchmark assessments like iReady, our unduplicated students score lower than non EI students. Teachers need sustained professional development to use	The district has made substantial investments in digital infrastructure, including: * 15,000 Dynabook laptops for students in Grades 3–12 * 4,000 iPads for students in Grades K–2, initiating the district’s first 1:1 program at the primary level	# of teachers participating in ED Tech Professional Development (Metric 1.23)

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
	assessment data to improve student performance. Training ensures teachers use devices and software in ways that improve access, engagement, and learning outcomes for all students. Educators must be trained to incorporate STEAM-aligned tools and lessons, including robotics, coding, simulations, and AI-based applications. Ongoing PD enables teachers to design lessons that blend content standards with digital tools, personalize instruction, and foster digital literacy. Additional our unduplicated students require access to devices as historically they lack equitable access outside of school. Scope: LEA-wide	* A robust deployment of Google Workspace for Education across all schools There needs to be a formal, sustained PD plan to ensure that these tools are used effectively in instruction, aligned to standards, and supporting equity and engagement. The goal is to develop a long-term targeted and transparent professional learning plan that aligns with district goals, enhances technical skills, and provides technology-based instruction strategies for all teachers supporting all students to track skill growth year to year, principally directed toward our EL, LI and FY subgroups. For these unduplicated pupils, supports look like GLAD instruction, AVID strategies and scaffolded designated and integrated ELD using specific applications like Rosetta Stone and Words Their Way. Our teachers need support with best first instruction to ensure they are addressing the specific areas of need. Having a clearer systematic learning protocol will support teachers with better first instruction.	
1.25	Action: Student Achievement and Ed. Tech Support Need: 1:1 program teachers needing instructional strategies and assessment support. Based on our benchmark assessments like iReady, our EL students score lower than non EL students. iReady data in Reading shows that 25% of English Learners are on or above standard vs 68% of English Only students. In Math, 25%	Personnel provide coaching, face to face and online instruction for all instructional staff within the district that supports our English Learners, Foster Youth and Low Income Students. For these unduplicated pupils, supports look like GLAD instruction, AVID strategies and scaffolded designated and integrated ELD using specific applications like Rosetta Stone and Words Their Way. Our teachers need support with best first instruction to ensure they are addressing the specific areas of need. Having a clearer	# of personnel employed to support Office of Student Achievement and Ed Tech (Metric 1.22, 1.23)

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
	of English Learners are on or above standard vs 62% of English Only students. Scope: LEA-wide	systematic learning protocol will support teachers with better first instruction.	
2.1	Action: Engaging, Rigorous and Student Centered Learning Environments Need: Increase academic outcomes for EL and LI students. Engaging, rigorous, and student-centered learning environments increase student achievement for English learners, low-income, and foster youth by promoting active participation, critical thinking, and personalized support. Research indicates that such environments enhance motivation, reduce dropout rates, and improve academic outcomes, particularly for at-risk students, by addressing their specific learning needs and fostering a sense of belonging (Darling-Hammond et al., 2020). Scope: LEA-wide	This action emphasizes the implementation and support of the AVID program which has many benefits specifically for SED, EL, and FY Students. Lower Engagement and College-Readiness Among SED, EL, and FY Students. According to the California Department of Education, students from socioeconomically disadvantaged backgrounds, including ELs and FY, consistently score lower on college-readiness indicators (e.g., A-G completion, EAP scores, CAASPP performance). The California School Dashboard shows that ELs, FY, and low-income students are overrepresented in the "red" or "orange" performance bands for academic indicators, demonstrating lower rates of academic engagement and proficiency. The 2018 WestEd study on Foster Youth in California found that FY students have the lowest rates of school stability, highest rates of chronic absenteeism, and are less likely to be placed in rigorous coursework. Regarding access to rigorous coursework, A CRDC (Civil Rights Data Collection, U.S. Dept. of Education, 2021) report shows that ELs and low-income students are underrepresented in advanced coursework (such as AP and Honors) and college-preparatory tracks. A 2019 EdTrust study found that Black, Latinx, low-income, and EL students are less likely to be placed in courses that emphasize critical thinking and analysis, despite being equally capable.	Enrollment in a broad course of study (i.e. English, math, social science, science, health, PE, VAPA, world language) (Metric 2.1)

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
		In the area of development of critical thinking skills, the OECD's PISA 2018 Results found that students from lower socioeconomic backgrounds demonstrate lower performance in critical thinking and problem-solving, largely due to fewer opportunities for enriched academic instruction. The AVID Center's own research shows that AVID students—primarily from underrepresented backgrounds—outperform their peers in college-readiness metrics when AVID strategies are used schoolwide, including focused instruction on organization, inquiry, collaboration, reading, and writing (WICOR). A 2016 study by the American Institutes for Research (AIR) concluded that AVID students are more likely to take advanced courses, graduate high school, and enroll in college—especially among first-generation, EL, and low-income students. Teachers on Special Assignment (TOSA) as specialists support teachers across the district by providing professional development and in-class coaching on providing engaging, rigorous and student centered learning environments. We need our students to be engaged in the learning process to gain and retain information that will ultimately impact CAASPP and ELPAC performance. TOSAs will provide specific strategies such as GLAD, AVID and Thinking Maps to support English Learners, Foster Youth and Homeless students.	
2.3	Action: Increase Attendance and Enrollment Rates	SCS staff will assist in outreach and to communicate the importance of school attendance and the effects chronic absenteeism can have on the achievement of all students through various	% Attendance rate (Metric 2.3) % Chronic absenteeism rate (Metric 2.4)

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
	Need: Improve attendance to impact chronic absenteeism indicator on the California Dashboard. Our EL and LI are "Yellow" and FY are "Orange" on the Dashboard in the area of Chronic Absenteeism. Scope: LEA-wide	modes of communication, including school meetings and events. For our Community Schools, SCS will provide Attendance Cafes, each principal will receive a slidedeck on the importance of regular attendance in English and Spanish to share with their parent groups as well as be available to present at each site's English Learner Advisory Council meeting to discuss attendance and offer solutions to challenges families are facing on getting their children to school regularly.	
2.5	Action: Intramural Sports and Athletics Need: Unduplicated pupils are performing in the Yellow in Chronic Absenteeism, with Foster Youth in Orange. Unduplicated pupils need increased opportunities to engage positively in the school environment in ways they may lack access to outside of school. Provide intramural sports to engage students. Since these groups are all in "Yellow" and "Orange" on the Dashboard, it is critical to provide activities to engage them so that they want to come to school. Scope: LEA-wide	Participation in public school sports significantly benefits students who are socioeconomically disadvantaged, English Language Learners, and foster youth by increasing school engagement, improving attendance, and boosting academic performance. Sports foster a strong sense of belonging, provide opportunities for language development and cultural integration, and support social-emotional growth through teamwork and mentorship. They also teach valuable life skills like leadership and resilience, while creating pathways to college and career opportunities—ultimately serving as a powerful tool for equity and student success. Intramural sports and athletics will eliminate barriers and allow continued engagement of all students, principally supporting our EL, LI and FY students. Our Foster and Homeless youth are provided with the necessary equipment to participate in intramural sports to engage them to want to attend school. English learners receive specific oral instructions to support sequential activities in sports at the appropriate EL level so that they are able to understand and implement game strategies.	Chronic Absenteeism (Metric 2.4) Student participation in after-school intramural sports (Metric 2.12)

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
2.6	Action: Additional Health Supports Need: Unduplicated students Chronic Absenteeism rate is higher than the All Student rate. There is a need for health education for students, parents and care-givers particularly in the determination of whether students are able to attend school while they are ill. Access to healthcare services and support for all students. Since the EL and LI subgroups have high absenteeism "Yellow" and FY "Orange", we know there is a need for health education for students as well as for parents and caregivers to support the improvement of our chronic absenteeism rates as a district to move from "Yellow" to "Green)". We have learned that our rate for vision and hearing screening our students in K, 2nd, 5th and 8th grade has not reached 100%, with additional nurses, we can proactively reach out to students that may have missed screening days or are new to the school so that more than only 90% get screened. Scope: LEA-wide	This action serves to promote and safeguard the overall health and well-being of the entire school community, principally our EL, LI and FY students. These nurses are above and beyond what is provided as a base. Nurses support families in need with additional resources in the community. They are invited to be a resource during the school day. They communicate with EL, LI and FY families and students about the importance of attending school and determining when the student should stay home. The goal is to eliminate excessive absences for these subgroups. With additional nurses, we can quickly assess our students' health upon parent request with the goal of keeping more students in school who are able to attend. Providing healthcare services directly supports improved attendance by reducing barriers that prevent students from being present and ready to learn. For many low-income, English learner, and foster youth students, access to timely and affordable healthcare including physical, dental, and mental health services can be limited. By integrating services such as access to free dental clinics, vision screenings, and mental health supports on campus, we reduce time away from school and ensure students receive care without compromising instructional time.	Chronic Absenteeism Rate (Metric 2.4) Percentage of students in grades K, 2nd, 5th, and 8th who received vision and hearing screenings out of the total student population (Metric 2.13)
2.7	Action: Student Intervention Resources and Support	This action provides in-time intervention health resources and support to students based on their needs. SCS will work with our community organization and partners to utilize their services throughout the year to meet our students needs,	LCAP Survey - I Feel Safe at School; My Child is Safe at School (Metric 2.10) Chronic Absenteeism (Metric 2.4)

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
	Need: Our unduplicated students and their families will benefit from comprehensive wellness support provided by the district. Students in our McKinney-Vento, foster youth, low-income, and English learner populations experience higher barriers to healthcare access, which impacts attendance, academic performance, and overall well-being. District data shows increased mental health referrals and higher rates of chronic absenteeism among these groups. Feedback from stakeholders consistently identifies health and wellness as a critical area of need. By partnering with community organizations, we provide culturally relevant, accessible, and timely support that directly addresses these gaps and fulfills our obligation to serve our most vulnerable students under state and federal guidelines. Scope: LEA-wide	focusing on the most vulnerable students we serve such as our homeless, foster youth, low-income and English Learner student populations.	
3.1	Action: School site allocations Need: Schools utilize LCFF to principally support EL, Low-income and foster youth students. Historically, educational partner feedback has indicated that this is helpful because, our staff, students, parents and caregivers have a larger voice in how the funds are utilized at the site level.	Since the onset of LCFF, our sites receive an allocation based upon a formula linked to their number of unduplicated students. As an LEA, we conduct an LCAP survey that gathers input regarding actions, services and programs available. This feedback helps site leaders in their school planning as the results are shared with a variety of parent committees at each site. In their school plan (SPSA), our leaders denote how they will spend the LCFF Supplemental funds with the focus on primarily supporting our English learners,	% LCFF supplemental funding spent by sites (Metric 3.18)

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
	Scope: LEA-wide	foster youth or low income students. The school plans are collaboratively developed and reviewed by their school site councils and their English Learner advisory committees. Ultimately the plans are approved by the School Site Council and ultimately, approved by our Board of Education. Subsequently, all purchase requisitions have to be reviewed by our Accountability department, for allowability and approved for compliance, according to their Board approved school plans, before the funds can be expended. As part of the process to annually assess if the actions in their school plan for student achievement are effective, an annual analysis is conducted and reported out during School Site Council and written into the school plan. In order for our community to see how our schools utilize their funds they can view the School Plan for Student Achievement for each school on the school's website. Schools use this funding to provide Resource teachers who lower student:teacher ratios.	
3.2	Action: Administrative Support for Categorical Programs Need: Support schools with accountability for EL, LI and FY. ELs are Orange in EL Progress, ELA and Math (no areas in RED); SED are Yellow in Chronic Absenteeism, ELA and Math (no areas in Orange or RED); FY are in RED in ELA and Math, Orange in Chronic Absenteeism and YELLOW in Suspension and CCI. Attention to this requires personnel to systematize support for the student groups to	The purpose of this action is to interface and collaborate with all school sites and our budget, assessment and technology departments to ensure services are provided and implemented with the lens of equity and fidelity to ensure positive student outcomes. This is especially critical in supporting our EL, LI and FY subgroups. The goal is to get these groups to Green on the Dashboard.	% LCFF supplemental funding spent by sites (Metric 3.18)

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
	reach green on the California School Dashboard. Scope: LEA-wide		
3.5	Action: Safe and Welcoming Schools Need: Long-term English learners and FY students are Yellow while All students are Green in Suspension rate; FY students are in Orange for Chronic Absenteeism while All students are in Yellow. Scope: LEA-wide	Increase student engagement to positively impact absenteeism and suspension rate. Our LCAP and climate surveys show positive trends for safety in the schools, and we need to maintain and increase positive perception across the district.	Metric 3.9
3.6	Action: Counseling Services Need: Unduplicated pupils groups are performing in lower levels than the ALL Student rate for Chronic Absenteeism. Students in our McKinney-Vento, foster youth, low-income, and English learner populations experience SEL challenges and often lack resources to support them, which impacts attendance, academic performance, and overall well-being. District data shows increased mental health referrals and higher rates of chronic absenteeism among these	Counselors conduct classroom lessons to teach students basic prosocial skills and also college and career information. In addition to working with all students on campus, our counselors make a point to check in with Foster and low-income students. This reduces teacher to student ratios. Psych on Special Assignment attends SARB meetings and is a member of the Student Success Panel to support students with absenteeism or discipline issues.	Chronic Absenteeism (Metric 2.4) Local measure including surveys of students, parents and teachers on the sense of safety and school connectedness (Metric 3.9)

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
	groups. Feedback from stakeholders consistently identifies health and wellness as a critical area of need. By partnering with community organizations, we provide culturally relevant, accessible, and timely support that directly addresses these gaps and fulfills our obligation to serve our most vulnerable students under state and federal guidelines. Scope: LEA-wide		
3.14	Action: Parent and Family Engagement Need: Increase engagement of parents and families of EL, LI and FY. Current participation of our parents of unduplicated students is at 2,524 and our goal is to get it closer to 4,000 by year 3 of our LCAP. Scope: LEA-wide	By providing resources, software, trainings, workshops conferences, consultants and stipends for interpretation, families will have more opportunities and resources to make it easier for them to engage in activities. Our EL population exceeds 55% and we know that addressing and supporting this demographic is critical in increasing scores in math, ELA and overall English Language acquisition. Our parent engagement classes and workshops are principally attended by parents of English Learners.	average # of parents participating in a workshops/training (Metric 3.4) Parental participation in programs for unduplicated pupils (Metric 3.7)
3.15	Action: LCAP Survey Need: The purpose of the LCAP survey is to gather information from various stakeholder groups to guide LCAP actions. This survey helps us to identify what supports are most needed, principally to support our EL, LI and FY	Provide more equitable opportunities and outcomes for our students, with special attention to our English Learner, foster youth and low income students. Questions align with our Strategic Plan and center on actions, services and programs offered in OUSD.	# of LCAP survey completion totals (Metric 3.1)

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
	subgroups as these groups are performing the lowest on the Dashboard. In the academic areas, Dashboard results show overall Green in Mathematics and Yellow in ELA. However, when we take a closer look at ELA, LTELs, Foster Youth and Homeless are Red; ELs are Orange; and SED are in Yellow. In Mathematics, the detail report shows us that LTELs, Foster Youth and Homeless are in Red; ELs are in Orange; and SED are in Yellow. These subgroups need additional support across the district to gain increased proficiency to move toward the Green indicator. The survey asks for feedback regarding interventions and teacher support. The Dashboard indicator for College/Career shows that 51.1% of our students are "Prepared." The survey asks questions that help guide the district in how and what to provide that would increase this percentage, i.e., more counseling to support students with information on what classes are needed, workshops for parents to better understand how to support their children with college/career, and dual enrollment opportunities. Scope: LEA-wide		

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: EL and Academic Language Professional Development Need: English learner progress indicator has 47.4% of English Learners moving up one level on the ELPAC. This is a decline of 5.3% of students making one years growth on the ELPAC from the previous year. 773 English learners are defined as Long Term English Learners, 44% of these students made ones years growth. The need is for a 10% increase for all English learners to make one years growth. EL students are in Orange for ELA and Math. LTELs are Red in both ELA and Math. Scope: Limited to Unduplicated Student Group(s)	Provide teachers and administrators with focused and targeted professional development for our diverse learners we serve that will strengthen their instructional practices and strategies to ensure success and equitable access for all students in the areas of Math, Science, English Language Arts, Social Studies and other content areas, including scaffolds and support for English learners, students redesignated as Fluent English Proficient, low socio-economic and foster youth students. Our EL learners are low when compared to peers in the county and state. Thus, we need to provide additional supports to increase achievement. Our EL SPED group also is in need of additional supports, i.e., we are increasing our expertise to assist teachers in working with students who are dually classified, EL and SPED. Using the observation protocol created by a team of teachers provides site instructional leadership with an understanding of how students are learning and what instructional practices are effective and/or lacking in increasing student achievement. This is critical in our attempt to improve ELPAC and CAASPP scores for English Learners, particularly LTELs. We know this is do to lack of academic language. Achievement data such as iReady and curriculum assessments show that EL learners are not achieving as compared to fluent English speakers. High number of LTELs and low ELPAC scores in reading show us that	Percentage of English learners who progress in English proficiency (ELPAC) (Metric 1.8) Percentage of English learners who progress in English proficiency (ELPAC) (Metric 1.8) SBAC/CAA/LTEL (ELA) (Metric 1.1) SBAC/CAA/LTEL (Math) (Metric 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		more intensive instruction is needed to support students with content vocabulary and writing skills By creating a spreadsheet with the names and data for each LTEL at the site, teachers and administrators will be knowledgeable of what areas the student needs support in to improve academic achievement.	
1.2	Action: EL Academic Support Services Need: Academic Support services for ELs and RFEPS; EL students are in Orange for ELA and Math while all students are in Yellow for ELA and Green in Math. Scope: Limited to Unduplicated Student Group(s)	Identify students that need English language proficiency and targeted support. Our Assessment Center evaluates EL levels and Instructional Specialists provide appropriate support such as professional development for teachers on GLAD strategies and scaffolding. Our teachers work to understand the levels of language acquisition so that they can scaffold their instruction. State scores such as ELPAC and CAASP tell us in the ELA Comprehension section students are underperforming, teachers report that students do not arrive in their classrooms with the required content vocabulary knowledge needed to access core grade level concepts and curriculum. The absence of academic language with our multilingual students is evident through ELPAC scores, CAASPP scores and various formative assessments. Multilingual learners' assessment data often reveals lower scores in domains involving productive language (speaking/writing), particularly in academic contexts. This confirms the need to explicitly build academic language for content mastery.	Percentage of English learners who progress in English proficiency (ELPAC) English Learner reclassification rate (Metric 1.8)
1.3	Action: EL and Academic Language Supplemental	Software supports language acquisition for newcomer students, LTELs and Redesignated	Percentage of English learners who progress in

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Resources Need: Supplemental resources (including software and technology) in addition to supplemental services to support our economically disadvantaged students; EL students are in Orange for ELA and Math while all students are in Yellow for ELA and Green in Math. Scope: Limited to Unduplicated Student Group(s)	students, i.e., Rosetta Stone to help ELs increase academic language. Software supports the current language level of the student and provides vocabulary and grammar to increase English proficiency. This along with GLAD supports will help improve English acquisition. State scores such as ELPAC and CAASP tell us in the ELA Comprehension section students are underperforming, teachers report that students do not arrive in their classrooms with the required content vocabulary knowledge. The absence of academic language with our multilingual students is evident through ELPAC scores, CAASPP scores and various formative assessments. Multilingual learners' assessment data often reveals lower scores in domains involving productive language (speaking/writing), particularly in academic contexts. This confirms the need to explicitly build academic language for content mastery.	English proficiency (ELPAC) (Metric 1.8)
1.13	Action: Primary Language Need: Academic Support services for ELs and RFEPS; EL students are in Orange for ELA and Math. We know this is due to lack of academic language. Scope: Limited to Unduplicated Student Group(s)	Identify students that need English language proficiency and targeted support. Our Assessment Center evaluates primary language proficiency to provide appropriate support such as professional development for teachers on GLAD strategies and scaffolding. Our teachers work to understand the levels of language acquisition so that they can scaffold their instruction. Research shows that students who are fluent in their primary language acquire English more rapidly than peers who have limited vocabulary in their primary language. State scores such as ELPAC and CAASP tell us in the ELA Comprehension section students are underperforming, teachers report that students do	Percentage of English learners who progress in English proficiency (ELPAC) English Learner reclassification rate (Metric 1.8)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		not arrive in their classrooms with the required content vocabulary knowledge needed to access core grade level concepts and curriculum.	
1.14	Action: Foster Youth Support Need: Foster and McKinney Vento students need educational supplies to be successful in school. This is critical since OUSD is identified for Differentiated Assistance for our Foster Youth. Scope: Limited to Unduplicated Student Group(s)	Foster and McKinney students will have access to basic school supplies, laptops, and hotspots so that they can access all curricula as a means to establish equity and access to our underserved populations of students. For example, students need to do research at home for reports, and many foster youth do not have access to a laptop. Some need even more basic school supplies like pencils and crayons to complete homework.	Percentage of students meeting A-G requirements (Metric 1.3)
2.4	Action: Student and Community Services Administrator Need: Provide additional support to foster youth and low income students. Our LI, EL and Homeless subgroups are both Yellow and FY in Orange on the Dashboard for attendance so we know this is an area of need. Reaching out to our FY students is also a large need as they are identified for Technical Assistance in Chronic Absenteeism. Scope: Limited to Unduplicated Student Group(s)	An Executive Director will oversee child welfare, attendance, health services, counseling, athletics, activities and school connectedness to support expansion of and strengthening student engagement from Preschool-12th grades with a special emphasis on engagement of our low income and foster youth. The Executive Director will create and implement procedures and programs to address the needs of these subgroups.	Middle school dropout rate (Metric 2.6) High school dropout rate (Metric 2.5) High School graduation rate (Metric 2.7) % suspension rate (Metric 2.8) % expulsion rate (Metric 2.9) % Attendance rate (Metric 2.3) % Chronic absenteeism rate (Metric 2.4)
3.3	Action: Foster Youth Coordinator	Meets with students, parents and school teams to put into place interventions based upon individual	# of Foster Youth Mentors (Metric 3.12)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: To support foster youth in accessing services and supports. This is especially important since FY is identified for Differentiated Assistance in ELA, Math and Suspension. The Foster Youth Coordinator is essential to organize the supports such as the Foster Youth mentors at each secondary site. Currently we only have 27 mentors and we would like to double that number so that our ratio of students to mentor is more like 5:1. Scope: Limited to Unduplicated Student Group(s)	student need to ensure equity and access based upon the unique needs of our Foster Youth.	
3.4	Action: Foster Youth and McKinney-Vento Mentors Need: Foster youth and McKinney Vento students need additional academic and social support. This is especially important since FY is identified for Technical Assistance in ELA, Math and Suspension. On the 2024 Dashboard, FY improved to Yellow in Suspension. Scope: Limited to Unduplicated Student Group(s)	Mentors will focus on academic and social engagement and tutoring specifically targeting only our foster youth students. For targeted foster youth students receiving Ds and Fs, mentors will hold individual and/or small group tutorial sessions. Mentors are paid extra earnings to be trained 3 times per year by Foster Youth Coordinator.	# of Foster Youth Mentors (Metric 3.12)
3.17	Action: Parent iPad Academy	Provide parents of English learners the opportunity to engage with applications on a district purchased iPad to become more knowledgeable with technology and applications that support family wellness and student academic progress. With	# of parents enrolled in the iPad Academy (Metric 3.23)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Parents of EL students need access to ipads to engage with technology and use the resource to support academics in the home. Students and parents provided feedback that they would like more English language support in the home and resources to support academics. With the addition of Community Leads at all Title I sites (elementary and secondary), the iPad Academy is expanding to accommodate more parents. They have expressed to the Leads both in person, in Community School Council and through surveys, a need to learn or improve their English skills. The Community Center at these sites is open for parents to work on different apps including Rosetta Stone with the Lead available for support. Continuing the iPad Academy with this localized direct support has increased participation. Scope: Limited to Unduplicated Student Group(s)	parental support at home, we plan to increase CAASPP and ELPAC scores for our EL learners.	
3.18	Action: Interpreter Need: Allow equitable access to meetings and presentations to non-English speaking parents. Having Spanish speaking personnel at meetings allows our Spanish speakers to be "heard" and a true partner in their child's education. Any time we offer a resource in	Provide interpretation and translation for our Spanish-speaking parents and families of unduplicated pupils to ensure equitable access to information, materials, meetings and presentations for families of our English Learners. Our district interpreter is also great at ensuring that parents are fully aware of meetings, committees etc.. that they can participate in. She is proactive in promotion of events and is always available for our community to call and she can assist them	# of district meetings utilizing interpretation (Metric 3.16)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Spanish the engagement increases for instance, a districtwide parent education topic presented in person will usually get about 20-25 parents in English but about 40-50 in Spanish. Educational Partner Input surveys show that the number of requests for language translation has increased Scope: Limited to Unduplicated Student Group(s)	with language barriers for sites that do not have a Spanish speaker available that day.	
3.20	Action: Support for EL and Low Income Families Need: Parents of unduplicated students will benefit from information on programs, services and resources available in our district and community. Our percentage of English Learners is about 20% of our entire population with the majority being Spanish speaking. When we meet with our District English Learner Advisory Committee (DELAC) they request in the needs survey, they administer annually, that meetings, workshops and other resources continue to be offered in Spanish to meet the needs of the larger community. The 2024/25 LCAP Survey indicated that our parents of EL students continue to ask for parent workshops on a variety of topics in Spanish. They have indicated through the survey and through their ELACs and the DELAC that they appreciate a virtual option and that meetings/workshops are offered in	Workshops and presenters are designed to provide supports in the way of resources and information to better inform our parents, especially parents of EL and LI students. Resources include parenting workshops, college application support, immigration resources to answer questions, computer literacy, cyber safety, etc.	average # of parents participating in a workshops/training (Metric 3.4)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Spanish versus Spanish interpretation when possible. Scope: Limited to Unduplicated Student Group(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.

To determine the Planned Percentage of Improved Services in the Contributing Summary Table (instead of monetary amount of LCFF funds), OUSD determines who is already working to facilitate the action in the scope of their regular job description. In Goal 1, Action 13, Primary Language Support, the Language Assessment Clerks will devote 3 of their 8 hour day on primary language support ($3/8=.38$ per clerk). The dollar amount is calculated as \$65,000 (clerk) x $.38 = \$24,700$ x 3 clerks = \$74,100. The Administrator of Multilingual Support will spend 5 hours per week on duties related to primary language support. This amounts to $.13$ of her time, approximately \$32,000. Total for Goal 1, Action 13 is \$106,600. In addition, we added \$25,000 in district resources. Our LCFF base is \$254,367,725. $131,600/254,367,725=.05\%$.

For Goal 3, Action 17, Parent iPad Academy, our Leads already work to support parents in other capacities. They contribute approximately 1 hour per day (of their 8 hour work day) to the implementation of this program. $1 \text{ hour}/8 \text{ hours per day} = .13$ of their day. The total per Lead is \$89,000 x $.13 = \$11,750$ x by 15 Leads = \$173,550. The TOSA for Parent and Family Engagement will spend 1.5 hours of her 7 hour day on supporting the Academy ($1.5/7=.21$) This calculates as \$175,000 x $.21 = \$36,750$. The total for Goal 3, Action 17 is \$210,300. We included \$100,000 for district resources and facilities. Our LCFF base is \$254,367,725. $310,300/254,367,725=.12\%$.

For Goal 3, Action 20, Support for EL and Low Income Families, our TOSA for Parent and Family Engagement already works to support students and families with resources and workshops in the areas of academics, social emotional wellness and other identified needs. She contributes approximately 5.5 hours of her 7 hour day in this capacity. $5.5 \text{ hours}/7 \text{ hours per day} = .79$ of her time each day. This calculates as \$175,000 x $.79 = \$138,250$. We added \$50,000 in district resources. Our LCFF base is \$254,367,725. $188,250/254,367,725=.07\%$.

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.

To enhance student outcomes across various student groups on the California Dashboard, we are proposing using these funds to establish resource teachers at all elementary sites. (Action 1.16) The addition of a resource teacher at all elementary sites will allow us to strengthen support for Tier 1 and Tier 2 interventions.

The establishment of resource teachers at all elementary sites is designed to:

- *Implement a phonics intervention program for Tier 1 support in Kindergarten through 2nd grade and Tier 2 support for 3rd through 6th grades.

- *Work with multilingual learners and LTELs to improve language acquisition and academic performance.

- *Implement a prevention model to reduce the number of students qualifying for Special Education services, focusing on early intervention rather than reactive measures.

- *Provide pull-out or push-in support for English Learners at schools with a low incidence of English Learners.

- *Support general education Instructional Assistants in delivering effective instruction.

- *Ensure compliance with Education Code 53008, which mandates that starting in the 2025-2026 school year, all K-2nd grade students must be assessed annually with an approved reading difficulties screener, potentially requiring one-on-one assessments.

For our secondary sites, we are allocating additional sections to each site to provide additional supports for the targeted populations they each serve. (Action 1.18)

Additionally, we will use concentration funds to minimize the number of combo classrooms (Action 1.6). Input from our educational partners continually includes feedback that indicates this is a priority. OUSD is also committed to providing more nurses (Action 2.6) and psychologists (Action 3.7) above and beyond what is considered our base. Health and social-emotional supports are critical to the overall well-being of our students.

Several of our sites with a student concentration of greater than 55% have moderate/severe special education programs that require a higher number of classified instructional assistants. This includes Canyon Hills School that has approximately 40 students, all of which are identified with moderate to severe disabilities. Every student at Canyon Hills have an IEP and are tested using the California Alternative Assessment (CAA).

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	16.75:1	15.23:1
Staff-to-student ratio of certificated staff providing direct services to students	19.33:1	16.85:1

2025-26 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	254,367,725	40,681,313	15.993%	0.000%	15.993%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$253,161,759.00	\$123,137,319.00	\$12,794,482.00	\$14,294,671.00	\$403,388,231.00	\$320,037,923.00	\$83,350,308.00

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	EL and Academic Language Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	\$1,102,624.00	\$165,829.00	\$721,965.00			\$546,488.00	\$1,268,453.00	
1	1.2	EL Academic Support Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	\$3,259,313.00	\$18,795.00	\$1,156,807.00			\$2,121,301.00	\$3,278,108.00	
1	1.3	EL and Academic Language Supplemental Resources	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	on-going	\$0.00	\$142,000.00	\$142,000.00				\$142,000.00	
1	1.4	Professional Development and Support for Core Subjects	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$60,618.00	\$10,500.00	\$71,118.00				\$71,118.00	
1	1.5	Early Learning and Elementary Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK	on-going	\$491,486.00	\$1,126,047.00	\$508,002.00	\$992,847.00		\$116,684.00	\$1,617,533.00	
1	1.6	Elementary Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	on-going	\$3,713,435.00	\$0.00	\$1,464,297.00	\$2,249,138.00			\$3,713,435.00	

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	1.7	Mathematics Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Secondary	on-going	\$174,522.00	\$0.00	\$174,522.00				\$174,522.00	
1	1.8	Career Technical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary	on-going	\$4,615,565.00	\$794,043.00	\$4,234,448.00	\$945,245.00		\$229,915.00	\$5,409,608.00	
1	1.9	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$140,453.00	\$998,000.00	\$1,080,900.00			\$57,553.00	\$1,138,453.00	
1	1.10	GATE (Gifted and Talented Education)	All	No			All Schools	on-going	\$14,981.00	\$44,000.00	\$58,981.00				\$58,981.00	
1	1.11	Multi-Tiered System of Support (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$177,339.00	\$78,000.00	\$255,339.00				\$255,339.00	
1	1.12	Science Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$176,207.00	\$0.00	\$176,207.00				\$176,207.00	
1	1.13	Primary Language	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	.05
1	1.14	Foster Youth Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	on-going	\$0.00	\$25,699.00	\$14,324.00			\$11,375.00	\$25,699.00	
1	1.15	Assessment Support	All	No			All Schools elementary	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.16	Elementary Resource Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary sites	on-going	\$3,855,181.00	\$0.00	\$3,855,181.00				\$3,855,181.00	

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	1.17	Visual and Performing Arts (VAPA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$4,868,397.00	\$6,632,157.00	\$2,138,110.00	\$9,362,444.00			\$11,500,554.00	
1	1.18	Secondary Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary	on-going	\$2,789,308.00	\$480,800.00	\$3,270,108.00				\$3,270,108.00	
1	1.19	P21 Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	on-going	\$338,272.00	\$0.00	\$338,272.00				\$338,272.00	
1	1.20	Special Education Instruction Specialists	Students with Disabilities	No				on-going	\$266,499.00	\$500.00	\$262,996.00			\$4,003.00	\$266,999.00	
1	1.21	Innovative Learning-Educational Technology	All	No			All Schools	on-going	\$0.00	\$60,800.00	\$60,800.00				\$60,800.00	
1	1.22	Student Achievement Data Analysis, Progress Monitoring Software, Student Achievement Committee, and Student Achievement Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$21,056.00	\$275,782.00	\$296,838.00				\$296,838.00	
1	1.23	STEAM Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$19,012.00	\$118,483.00	\$88,000.00			\$49,495.00	\$137,495.00	
1	1.24	Professional Learning Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$0.00	\$478,500.00	\$478,500.00				\$478,500.00	
1	1.25	Student Achievement and Ed. Tech Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$1,123,514.00	\$0.00	\$1,092,598.00			\$30,916.00	\$1,123,514.00	
2	2.1	Engaging, Rigorous and Student Centered Learning Environments	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	on-going	\$226,206.00	\$10,000.00	\$1,977.00			\$234,229.00	\$236,206.00	
2	2.2	Expanded Learning and Summer Enrichment	All	No			All Schools TK-6th Grade	on-going	\$1,217,501.00	\$8,748,030.00		\$9,965,531.00			\$9,965,531.00	
2	2.3	Increase Attendance and Enrollment Rates	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	on-going	\$365,156.00	\$0.00	\$365,156.00				\$365,156.00	

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
			Low Income			Low Income										
2	2.4	Student and Community Services Administrator	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	on-going	\$281,069.00	\$0.00	\$281,069.00				\$281,069.00	
2	2.5	Intramural Sports and Athletics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$191,273.00	\$26,000.00	\$217,273.00				\$217,273.00	
2	2.6	Additional Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$1,853,165.00	\$0.00	\$1,853,165.00				\$1,853,165.00	
2	2.7	Student Intervention Resources and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$0.00	\$209,000.00	\$200,000.00			\$9,000.00	\$209,000.00	
3	3.1	School site allocations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$5,131,754.00	\$2,236,571.00	\$4,887,810.00			\$2,480,515.00	\$7,368,325.00	
3	3.2	Administrative Support for Categorical Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$945,209.00	\$1,930,159.00	\$2,261,382.00	\$125,000.00		\$488,986.00	\$2,875,368.00	
3	3.3	Foster Youth Coordinator	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	on-going	\$186,644.00	\$500.00	\$124,429.00			\$62,715.00	\$187,144.00	
3	3.4	Foster Youth and McKinney-Vento Mentors	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Middle and High Schools	on-going	\$35,563.00	\$0.00	\$35,563.00				\$35,563.00	
3	3.5	Safe and Welcoming Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$4,979,084.00	\$1,678,435.00	\$6,058,078.00		\$599,441.00		\$6,657,519.00	

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
3	3.6	Counseling Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	on-going	\$2,895,772.00	\$130,000.00	\$2,895,772.00			\$130,000.00	\$3,025,772.00	
3	3.7	Special Education Programs, Supports, Staff and Supplies	Students with Disabilities	No			All Schools	on-going	\$64,062,904.00	\$23,640,109.00	\$20,911,268.00	\$60,303,233.00		\$6,488,512.00	\$87,703,013.00	
3	3.8	Technology: Infrastructure, Devices	All	No			All Schools	on-going	\$5,120,270.00	\$6,943,217.00	\$12,063,487.00				\$12,063,487.00	
3	3.9	Textbooks	All	No			All Schools	on-going	\$0.00	\$9,720,000.00	\$1,480,848.00	\$8,239,152.00			\$9,720,000.00	
3	3.10	Teacher Preparation and Support	All English Learners	No			All Schools	on-going	\$329,423.00	\$2,000.00	\$204,799.00			\$126,624.00	\$331,423.00	
3	3.11	Communication Tools and Resources	All	No			All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.12	High Quality Educators and Staff	All	No			All Schools	on-going yearly	\$152,023,063.00	\$7,972,694.00	\$155,136,172.00	\$3,650,609.00	\$127,814.00	\$1,081,162.00	\$159,995,757.00	
3	3.13	Climate Survey	All	No			All Schools 6, 8 and 12th grades	yearly, February	\$0.00	\$16,000.00	\$16,000.00				\$16,000.00	
3	3.14	Parent and Family Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	on-going	\$12,661.00	\$6,000.00	\$12,661.00			\$6,000.00	\$18,661.00	
3	3.15	LCAP Survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	yearly, October - January	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
3	3.16	Maintain Infrastructure: Business, Human Resources, Maintenance, Operations and Transportation	All	No			All Schools	on going	\$49,056,120.00	\$7,145,101.00	\$22,106,672.00	\$22,027,322.00	\$12,067,227.00		\$56,201,221.00	
3	3.17	Parent iPad Academy	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: California , Prospect, Cambridge, Sycamore, Lampson , Handy, West	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	.12

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
							Orange and Taft									
3	3.18	Interpreter	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	\$0.00	\$500.00	\$500.00				\$500.00	
3	3.19	Early Learning Partnerships	All Birth to 4 yrs old	No			All Schools Specific Schools: California, Cambridge, Canyon Rim, Chapman Hills, Esplanade, Fairhaven, Handy, Jordan, LaVeta, Lampson, Linda Vista, Olive, Plamyra, Prospect, Sycamore, Taft and West Orange Birth through Four	on-going	\$87,365.00	\$0.00	\$87,365.00				\$87,365.00	
3	3.20	Support for EL and Low Income Families	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	.07
3	3.21	Community Schools, including Native American Students and Families	EL, LI and FY	No			Specific Schools: Schools with CCSPP Grant	on-going	\$3,589,495.00	\$1,427,009.00		\$4,997,306.00		\$19,198.00	\$5,016,504.00	

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
4	4.1	Support for English Learners	English Learners	No			Specific Schools: Richland Continuation High School	on-going	\$23,436.00	\$6,200.00		\$29,636.00			\$29,636.00	
4	4.2	Support to Increase Student Engagement and Reduce Chronic Absenteeism at Richland	All	No			Specific Schools: Richland Continuation High School	on-going	\$6,404.00	\$10,000.00		\$16,404.00			\$16,404.00	
4	4.3	Academic and Wellness Support for CDS and Richland	EL, LI and FY	No			Specific Schools: OUSD Community Day School, Richland Continuation High School	on-going	\$204,200.00	\$21,648.00		\$225,848.00			\$225,848.00	
4	4.4	Math Support	All	No			Specific Schools: Richland Continuation High School	on-going	\$6,404.00	\$1,200.00		\$7,604.00			\$7,604.00	

2025-26 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
254,367,725	40,681,313	15.993%	0.000%	15.993%	\$40,772,371.00	0.240%	16.269 %	Total:	\$40,772,371.00
								LEA-wide Total:	\$38,295,714.00
								Limited Total:	\$2,476,657.00
								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	EL and Academic Language Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$721,965.00	
1	1.2	EL Academic Support Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,156,807.00	
1	1.3	EL and Academic Language Supplemental Resources	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$142,000.00	
1	1.4	Professional Development and Support for Core Subjects	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$71,118.00	
1	1.5	Early Learning and Elementary Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK	\$508,002.00	
1	1.6	Elementary Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	\$1,464,297.00	

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	1.7	Mathematics Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Secondary	\$174,522.00	
1	1.8	Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary	\$4,234,448.00	
1	1.9	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,080,900.00	
1	1.11	Multi-Tiered System of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$255,339.00	
1	1.12	Science Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$176,207.00	
1	1.13	Primary Language	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	.05
1	1.14	Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$14,324.00	
1	1.16	Elementary Resource Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary sites	\$3,855,181.00	
1	1.17	Visual and Performing Arts (VAPA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,138,110.00	
1	1.18	Secondary Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary	\$3,270,108.00	
1	1.19	P21 Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	\$338,272.00	
1	1.22	Student Achievement Data Analysis, Progress Monitoring Software, Student Achievement Committee, and Student Achievement Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$296,838.00	

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	1.23	STEAM Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$88,000.00	
1	1.24	Professional Learning Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$478,500.00	
1	1.25	Student Achievement and Ed. Tech Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,092,598.00	
2	2.1	Engaging, Rigorous and Student Centered Learning Environments	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,977.00	
2	2.3	Increase Attendance and Enrollment Rates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$365,156.00	
2	2.4	Student and Community Services Administrator	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$281,069.00	
2	2.5	Intramural Sports and Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$217,273.00	
2	2.6	Additional Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,853,165.00	
2	2.7	Student Intervention Resources and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
3	3.1	School site allocations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,887,810.00	
3	3.2	Administrative Support for Categorical Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,261,382.00	
3	3.3	Foster Youth Coordinator	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$124,429.00	
3	3.4	Foster Youth and McKinney-Vento Mentors	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Middle and High Schools	\$35,563.00	

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 (%)
3	3.5	Safe and Welcoming Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,058,078.00	
3	3.6	Counseling Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$2,895,772.00	
3	3.14	Parent and Family Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	\$12,661.00	
3	3.15	LCAP Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
3	3.17	Parent iPad Academy	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: California, Prospect, Cambridge, Sycamore, Lampson, Handy, West Orange and Taft	\$0.00	.12
3	3.18	Interpreter	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$500.00	
3	3.20	Support for EL and Low Income Families	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$0.00	.07

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$78,781,650.75	\$85,281,951.00

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	EL and Academic Language Professional Development	Yes	439,388.00	1,272,001
1	1.2	EL Academic Support Services	Yes	1,295,151.00	1,173,428
1	1.3	EL and Academic Language Supplemental Resources	Yes	161,250.00	104,926
1	1.4	Professional Development and Support for Core Subjects	Yes	128,152.00	744,426
1	1.5	Early Learning and Elementary Support	Yes	507,672.00	1,165,820
1	1.6	Elementary Support	Yes	1,351,351.00	1,580,073
1	1.7	Mathematics Support Services	Yes	138,397.00	140,046
1	1.8	Career Technical Education	Yes	4,190,553.00	6,064,593
1	1.9	College and Career Readiness	Yes	328,266.00	1,596,620
1	1.10	GATE (Gifted and Talented Education)	No	35,000.00	45,630

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	Multi-Tiered System of Support (MTSS)	Yes	2,180,806.00	2,037,914
1	1.12	Science Center	Yes	174,726.00	176,429
1	1.13	Support for English Learner Best Practices	Yes	326,691.00	28,765
1	1.14	Foster Youth Support	Yes	15,000.00	15,000
1	1.15	Assessment Support	Yes	578,795	0.00
1	1.16	Elementary Resource Teachers	Yes	3,645,000.00	3,670,508
1	1.17	Visual and Performing Arts (VAPA)	Yes	2,300,221.00	8,173,409
1	1.18	Secondary Academic Support	Yes	2,766,939.00	3,011,304
1	1.19	P21 Specialists	Yes	291,588.00	340,389
1	1.20	Special Education Instruction Specialists	No	336,742.00	259,152
1	1.21	Innovative Learning- Educational Technology	No	73,371.00	526,969
1	1.22	Student Achievement Data Analysis, Progress Monitoring Software, Student Achievement Committee, and Student Achievement Professional Learning	Yes	405,699.00	422,787
1	1.23	STEAM Education	Yes	195,712.00	338,775

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	1.24	Professional Learning Plan	Yes	383,249.00	375,249
1	1.25	Student Achievement and Ed. Tech Support	Yes	2,839,832.75	547,379
1	1.26	Individual Site LTEL Support	Yes	0.00	0
2	2.1	Engaging, Rigorous and Student Centered Learning Environments	Yes	177,619.00	231,005
2	2.2	Expanded Learning and Summer Enrichment	No	11,461,798.00	12,707,882
2	2.3	Increase Attendance and Enrollment Rates	Yes	169,701.00	452,716
2	2.4	Student and Community Services Administrator	Yes	247,713.00	281,219
2	2.5	Intramural sports and athletics	Yes	200,000.00	202,589
2	2.6	Additional Health supports	Yes	1,740,231.00	1,815,119
2	2.7	Student Intervention Resources and Support	Yes	195,000.00	160,000
3	3.1	School site allocations	Yes	5,961,660.00	5,662,650
3	3.2	Administrative Support for Categorical Programs	Yes	1,622,223.00	3,197,222
3	3.3	Foster Youth Coordinator	Yes	123,512.00	188,247
3	3.4	Foster Youth and McKinney-Vento Mentors	Yes	35,544.00	35,544

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Safe and Welcoming Schools	Yes	0.00	0
3	3.6	Counseling Services	Yes	3,326,589.00	3,224,388
3	3.7	Additional Special Education Staff and Supplies	No	3,953,253.00	4,043,476
3	3.8	Technology: Infrastructure, Devices	No	12,120,444.00	8,351,335
3	3.9	Textbooks	No	2,557,000.00	2,557,000
3	3.10	Teacher Preparation and Support	No	1,848,288.00	292,449
3	3.11	Communication Tools and Resources	Yes	51,113.00	51,114
3	3.12	Technology: Safety and Security	No	70,647.00	0
3	3.13	Climate Survey	No	16,000.00	16,000
3	3.14	Parent and Family Engagement	Yes	63,595.00	26,747
3	3.15	LCAP Survey	Yes	35,000.00	40,725
3	3.16	Foster Connections	Yes	0.00	0
3	3.17	Parent iPad Academy	Yes	0.00	0
3	3.18	Interpreter	Yes	76,108.00	77,769

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	3.19	Foster Youth Outreach	Yes	0.00	0
3	3.20	Support for EL and Low Income Families	Yes	0.00	0
3	3.21	Community Schools	No	3,880,779.00	3,910,537
3	3.22	Early Learning Partnerships	No	87,667.00	90,013
3	3.23	Technology Refresh Program	No	3,331,615.00	3,666,941
3	3.24	Facilities Support	No	0.00	0
4	4.1	Support for English Learners	No	49,000.00	33,000
4	4.2	Support to Increase Student Engagement and Reduce Chronic Absenteeism at Richland	No	30,000.00	17,393
4	4.3	Academic and Wellness Support for CDS and Richland	No	230,000.00	107,279
4	4.4	Math Support	No	30,000.00	30,000

2024-25 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)
40,702,750	\$37,500,092.00	\$36,762,152.00	\$737,940.00	3.290%	3.290%	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	EL and Academic Language Professional Development	Yes	439,388.00	677,033		
1	1.2	EL Academic Support Services	Yes	1,295,151.00	1,240,348		
1	1.3	EL and Academic Language Supplemental Resources	Yes	161,250.00	104,926		
1	1.4	Professional Development and Support for Core Subjects	Yes	128,152.00	117,841		
1	1.5	Early Learning and Elementary Support	Yes	507,672.00	1,011,069		
1	1.6	Elementary Support	Yes	1,351,351.00	1,580,073		
1	1.7	Mathematics Support Services	Yes	138,397.00	140,046		
1	1.8	Career Technical Education	Yes	4,190,553.00	3,878,782		
1	1.9	College and Career Readiness	Yes	328,266.00	949,911		
1	1.11	Multi-Tiered System of Support (MTSS)	Yes	2,168,306.00	2,037,914		
1	1.12	Science Center	Yes	174,726.00	176,429		
1	1.13	Support for English Learner Best Practices	Yes	326,691.00	27,872		
1	1.14	Foster Youth Support	Yes	15,000.00	15,000		

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	1.15	Assessment Support	Yes	578,795.00	0		
1	1.16	Elementary Resource Teachers	Yes	3,645,000.00	3,670,508		
1	1.17	Visual and Performing Arts (VAPA)	Yes	2,300,221.00	2,047,073		
1	1.18	Secondary Academic Support	Yes	2,766,939.00	3,011,304		
1	1.19	P21 Specialists	Yes	291,588.00	340,389		
1	1.22	Student Achievement Data Analysis, Progress Monitoring Software, Student Achievement Committee, and Student Achievement Professional Learning	Yes	201,307.00	349,665		
1	1.23	STEAM Education	Yes	143,800.00	143,800		
1	1.24	Professional Learning Plan	Yes	383,249.00	375,249		
1	1.25	Student Achievement and Ed. Tech Support	Yes	2,014,290.00	547,379		
1	1.26	Individual Site LTEL Support	Yes	0.00	0	.68	.68
2	2.1	Engaging, Rigorous and Student Centered Learning Environments	Yes	177,619.00	300		
2	2.3	Increase Attendance and Enrollment Rates	Yes	169,701.00	452,716		
2	2.4	Student and Community Services Administrator	Yes	247,713.00	281,219		
2	2.5	Intramural sports and athletics	Yes	200,000.00	202,589		
2	2.6	Additional Health supports	Yes	1,740,231.00	1,815,119		
2	2.7	Student Intervention Resources and Support	Yes	195,000.00	160,000		

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)
3	3.1	School site allocations	Yes	5,961,660.00	5,732,650		
3	3.2	Administrative Support for Categorical Programs	Yes	1,622,223.00	2,383,671		
3	3.3	Foster Youth Coordinator	Yes	123,512.00	124,498		
3	3.4	Foster Youth and McKinney-Vento Mentors	Yes	35,544.00	35,544		
3	3.5	Safe and Welcoming Schools	Yes	0.00	0	.85	.85
3	3.6	Counseling Services	Yes	3,326,589.00	3,063,263		
3	3.11	Communication Tools and Resources	Yes	51,113.00	0		
3	3.14	Parent and Family Engagement	Yes	63,595.00	26,747		
3	3.15	LCAP Survey	Yes	35,000.00	40,725		
3	3.16	Foster Connections	Yes	0.00	0	.44	.44
3	3.17	Parent iPad Academy	Yes	0.00	0	.21	.21
3	3.18	Interpreter	Yes	500.00	500		
3	3.19	Foster Youth Outreach	Yes	0.00	0	.44	.44
3	3.20	Support for EL and Low Income Families	Yes	0.00	0	.67	.67

2024-25 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)
\$254,573,872	40,702,750	0	15.989%	\$36,762,152.00	3.290%	17.731%	\$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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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\(q\)](#) and [EC Section 52066\(q\)](#) 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 32526(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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