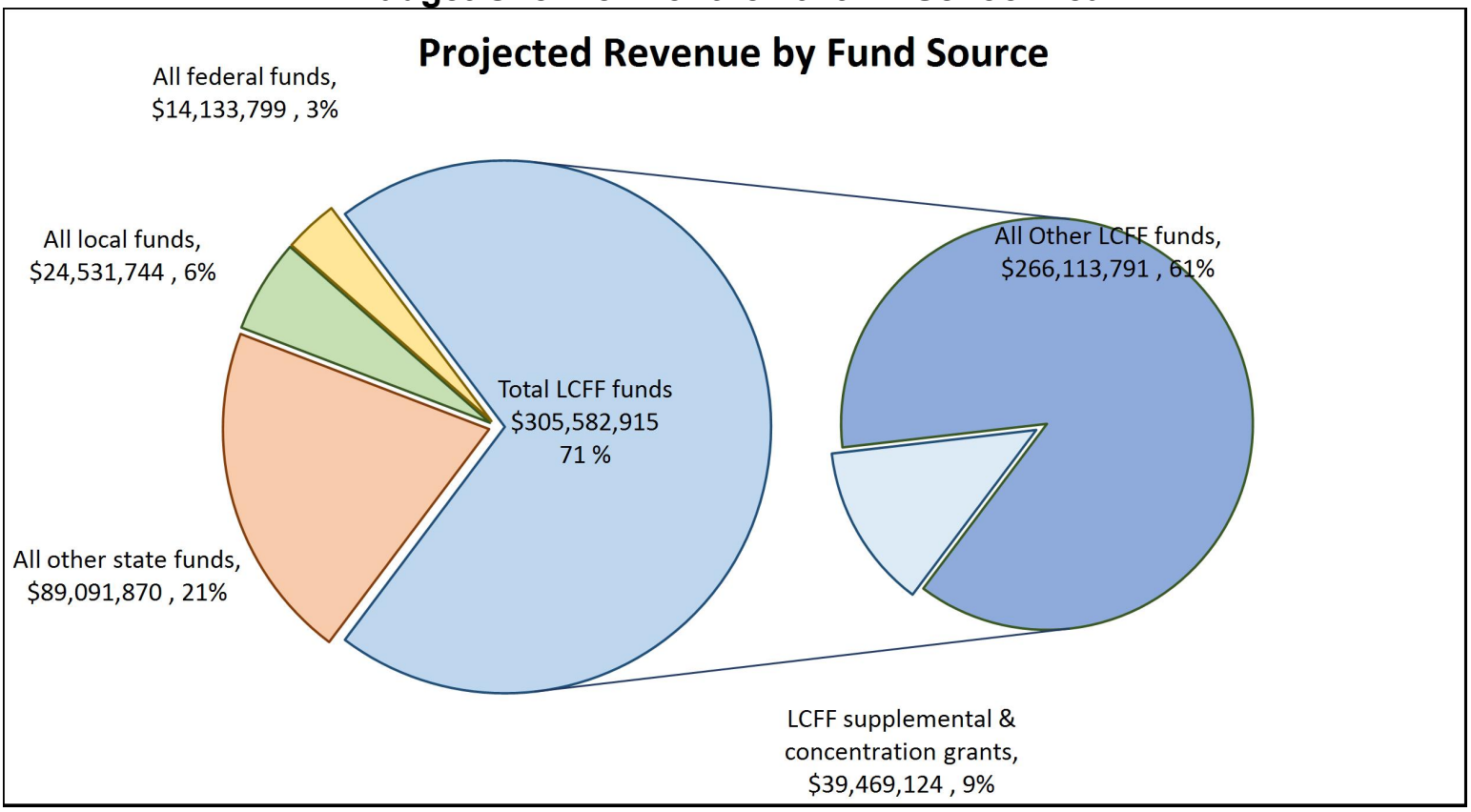
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orange Unified School District
CDS Code: 30-66621-0000000
School Year: 2026-27
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 2026-27 School Year

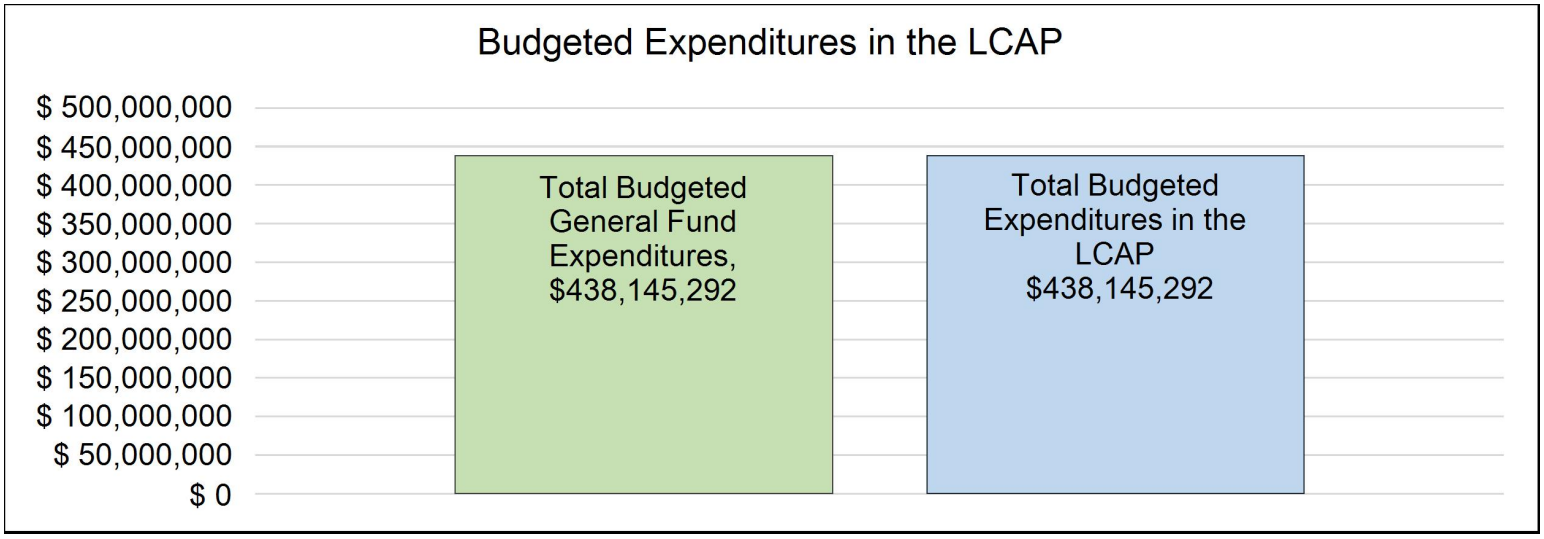


This chart shows the total general purpose revenue Orange Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orange Unified School District is $433,340,328, of which $305,582,915 is Local Control Funding Formula (LCFF), $89,091,870 is other state funds, $24,531,744 is local funds, and $14,133,799 is federal funds. Of the $305,582,915 in LCFF Funds, $39,469,124 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Orange Unified School District plans to spend $438,145,292 for the 2026-27 school year. Of that amount, $438,145,292 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:

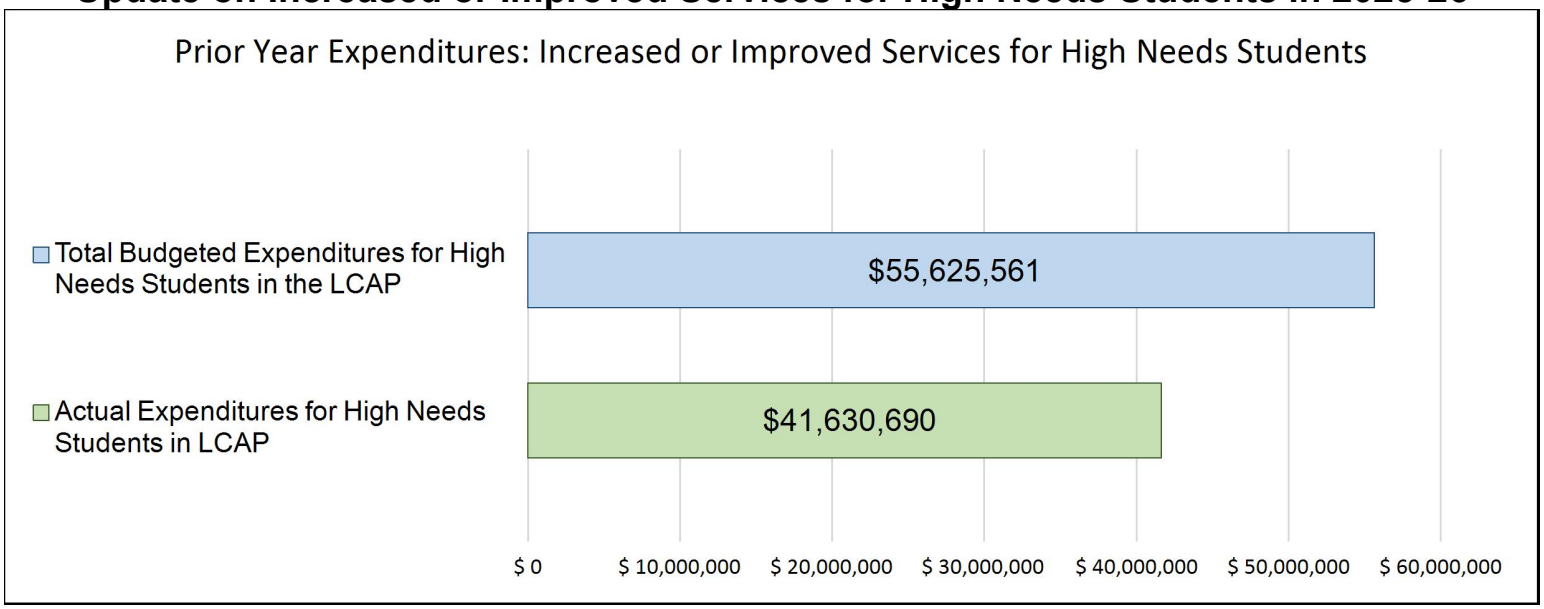
N/A

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

In 2026-27, Orange Unified School District is projecting it will receive $39,469,124 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 $42,415,641.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what 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 2025-26, Orange Unified School District's LCAP budgeted $55,625,561 for planned actions to increase or improve services for high needs students. Orange Unified School District actually spent $41,630,690 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $13,994,871 had the following impact on Orange Unified School District's ability to increase or improve services for high needs students:

During the 2025–26 school year, actual expenditures for actions and services to increase or improve services for high needs students were lower than originally budgeted primarily due to refinements in fiscal coding, staffing realignment, and the transition of several supports to alternative funding sources and centralized systems. A significant portion of the variance resulted from adjustments related to Goal 3 infrastructure and operational expenditures, including the reorganization of districtwide technology and support services, as well as more accurate allocation of personnel and operational costs across actions. In addition, several family engagement, counseling, wellness, and community support services were supplemented through grant-funded programs, allowing the District to maintain and, in several cases, expand services without fully utilizing originally projected supplemental and concentration expenditures.

Despite the expenditure variance, the district did not reduce actions or services for English Learners, Low-Income students, Foster Youth, or other unduplicated pupils. The LEA continued to expand targeted supports including attendance interventions, multilingual communication systems, MTSS implementation, Panorama early warning and intervention systems, wellness and behavioral supports, expanded learning opportunities, and family engagement services. The district also strengthened coordination across departments and school sites to improve alignment between LCAP actions, SPSA implementation, and student support systems. Overall, the variance reflects improved fiscal alignment and the strategic leveraging of additional grant resources rather than a reduction in services for high needs students.

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 [2026-27]

General Information

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

The Orange Unified School District (OUSD) is a dynamic urban district located in Orange County, serving approximately 22,388 students in Transitional Kindergarten through grade 12 across 42 school sites. The District serves a diverse student population comprised of 58.7% Hispanic, 21.4% White, 10% Asian, 2.0% Filipino, and 1% African American students. OUSD remains committed to meeting the needs of its high-need student populations, including 14.5% English Learners, 57.9% socioeconomically disadvantaged students, 2% experiencing homelessness, and 0.5% identified as Foster Youth, resulting in an Unduplicated Pupil Percentage (UPP) of approximately 59.5%.

OUSD provides a comprehensive continuum of educational programs, including preschool, Transitional Kindergarten, K–6 elementary schools, middle schools, a K–8 magnet program, EDGE Academy, four comprehensive high schools, and a continuation high school. The District's educational model is grounded in student-centered learning, equity, and continuous improvement, ensuring all students are prepared for success in college, career, and life.

Instructional Programs and Student Pathways
OUSD offers a robust system of instructional programs designed to meet diverse student needs and expand access to high-quality learning opportunities. Signature programs include Dual Language Immersion (Mandarin/English and Spanish/English), Career Technical Education pathways, Advanced Placement and dual enrollment opportunities, and technology-integrated learning environments.

The District maintains strong partnerships with Chapman University, California State University Fullerton, and Santiago Canyon College to expand postsecondary access and support college and career readiness.

Student-Centered Systems and Continuous Improvement
OUSD operates within a Multi-Tiered System of Supports (MTSS) framework to ensure all students receive appropriate academic, behavioral, and social-emotional support, supported by integrated data systems and the continued development of a Student Achievement Dashboard, with anticipated Board adoption, to enhance the monitoring and tracking of student progress across academic performance, attendance, behavior, and college and career readiness. Data is utilized through Principal Data Chats and ongoing review cycles to inform instructional planning, targeted interventions, and LCAP progress monitoring, ensuring a continuous improvement cycle aligned with state priorities. Moving forward, the District is strengthening its focus on Student Ownership of Learning by aligning practices to four core pillars—curriculum, instruction, assessment, and climate—empowering students to understand what they are learning, why it matters, how to engage in the learning process, and how to demonstrate their learning. This work is further anchored in key academic priorities, including reading, mathematical problem-solving, and physical science, to ensure students develop the essential skills needed for college, career, and life readiness.

Assessment and Accountability System
OUSD implements a comprehensive assessment system that includes state assessments such as CAASPP, ELPAC, CAST, and alternate assessments, as well as local assessments, including i-Ready diagnostics and interim assessments. In the primary grades, the District utilizes mCLASS as an early literacy assessment tool for students in Kindergarten through Grade 2 to monitor foundational reading skills and inform targeted instruction. These data sources are used collaboratively to identify trends, monitor progress, and inform instructional practices across all grade levels.
To strengthen early literacy outcomes, each elementary site is supported by a dedicated Early Literacy Teacher who provides targeted instructional support, coaching, and intervention aligned to student needs identified through assessment data. In addition, the District is implementing a newly adopted mathematics curriculum designed to ensure alignment with state standards, strengthen conceptual understanding, and support consistent, high-quality instruction across all schools.
The District utilizes California School Dashboard indicators, including Distance from Standard (DFS) metrics and subgroup performance data, to guide decision-making, monitor progress, and ensure equitable outcomes for all students.
Whole Child Supports and Community Schools
OUSD continues to implement a whole-child approach through the California Community Schools Partnership Program (CCSPP) across 15 Title I sites. These sites provide expanded learning opportunities, family engagement, mental health supports, and community partnerships. Each site is supported by a Community Lead and a full-time counselor to ensure alignment between academic success and student well-being, addressing both pupil engagement and school climate priorities.

Equity, Access, and Targeted Supports
In alignment with the Local Control Funding Formula (LCFF), OUSD prioritizes services for high-need student groups. Richland Continuation High School and Community Day School received Equity Multiplier funding for the 2025-26 school year based on state eligibility calculations using prior year student data. Goal 4 primarily reflects the district's largest Equity Multiplier implementation focus at Richland Continuation High School and supports targeted academic interventions, expanded learning opportunities, student engagement, and wellness programs. Due to the small enrollment size at Community Day school, future eligibility may fluctuate annually based on updated California Department of Education (CDE) data and non-stability calculations. The District documents these efforts through LCAP goals, actions, and expenditures to ensure measurable progress in closing achievement gaps.

Commitment to Excellence
OUSD continues to be recognized for excellence, including California Distinguished Schools, National Blue Ribbon Schools, and Golden Bell Awards. The District maintains a graduation rate of 97.2%, exceeding the state average.
To further strengthen instructional leadership and school improvement, selected OUSD schools are participating in a multi-year leadership development initiative through the California Principals' Support Network (CAPS), a three-year program focused on building principal capacity, strengthening instructional practices, and improving student outcomes.
OUSD remains committed to developing purposeful, prepared, and empowered learners through integrity, respect, excellence, and equity.

Note: Our Other State Expenditures and Federal Expenditures currently exceed revenues due to spending down one-time funds or carryover funds.

Reflections: Annual Performance

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

Orange Unified School District (OUSD) engaged in a comprehensive review of the California School Dashboard and local data to evaluate progress toward improving student outcomes, engagement, and conditions for learning. Overall, the District demonstrates continued growth across key indicators while identifying specific areas and student groups requiring intensified support.

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

The data listed above from the 2023-2024 cycle establishes the baseline for the lowest performance indicators. This context bridges the previous findings to the current 2026-27 LCAP strategies, ensuring that the identified needs of these specific schools and student groups remain the primary focus of our resource allocation and intervention efforts while monitoring their academic improvements . Orange Unified School District continues to utilize remaining Learning Recovery Emergency Block Grant (LREBG) funds to support evidence-based

academic recovery, intervention, expanded learning, and student support services aligned to identified student needs. LREBG-funded actions include Goal 1 Action 1.6 and Goal 3 Action 3.12.

Goal 1 – Academic Achievement:
Academic performance data indicate continued progress in English Language Arts (ELA), with approximately 59.34% of students meeting or exceeding standards, performing above the state average, while Mathematics, at approximately 45.99% meeting or exceeding standards, remains an area of need. Distance from Standard (DFS) data further reflects this trend, with some student groups remaining below standard and in lower performance bands. Local assessment data, including i-Ready diagnostics and interim assessments, confirms the need to accelerate growth in reading and mathematical problem solving. Persistent performance gaps among English Learners, Long-Term English Learners, Foster Youth, students with disabilities, and socioeconomically disadvantaged students indicate the need to strengthen Tier 1 instruction and targeted interventions.

Goal 2 – Student Engagement and Climate:
Student engagement indicators reflect positive movement, with chronic absenteeism declining from approximately 14.4% to 12.2%, though rates remain elevated for specific student groups, including Foster Youth and socioeconomically disadvantaged students. Graduation rates remain strong at approximately 97.2%, exceeding the state average, and college and career readiness indicators continue to improve, though access and completion rates require further expansion. Suspension rates have declined and are in the Blue performance level, reflecting improved behavioral supports. Student perception data indicate that approximately 76% of students report feeling safe at school, with continued opportunities to strengthen student voice, connection, and engagement.

Goal 3 – Conditions for Learning and Family Engagement:
Family and community engagement data demonstrate significant growth. LCAP survey participation increased from approximately 12,993 to over 21,627 respondents, reflecting expanded outreach and engagement efforts. Participation in District Advisory Committee (DAC) meetings and family engagement activities also increased, alongside substantial growth in school-to-home communication, with messaging expanding from approximately 406,000 to over 2.2 million messages annually. Despite these gains, educational partner feedback continues to identify communication clarity, accessibility, and multilingual outreach as priority areas, along with the need to further strengthen student connectedness and family engagement across all school communities.

Goal 4 – Targeted Support for High-Need Student Groups:
Dashboard data continues to highlight significant needs among specific student groups and alternative education settings. At Richland Continuation High School, performance remains in the Red (ELA) and Orange (Mathematics) levels, with ELA approximately 22.9 points below standard, indicating a significant gap from grade-level expectations. English Learner Progress indicators remain low, with approximately 15.2% of English Learners making progress toward proficiency, reinforcing the need for intensified multilingual supports. College and Career Readiness indicators also remain a critical area of need, with approximately 1.1% of students demonstrating readiness. At Community Day School (CDS), attendance and engagement indicators show improvement but continue to require targeted behavioral and attendance supports. Community Day school also received Equity Multiplier funding for the 2025-26 school year based on state eligibility calculations using prior-year student data. These data points reflect the need for continued differentiated supports, strategic resource allocation, and targeted interventions for the highest-need students.

Orange Unified School District continues to utilize remaining Learning Recovery Emergency Block Grant (LREBG) funds to support evidence-based academic recovery and student support services. Actions funded by LREBG, 1.6 and 3.12, were developed as a result of a comprehensive needs assessment and include expenditures allowable under Ed.Code 32526. These expenditures support targeted intervention, expanded learning opportunities, student engagement initiatives, and systems designed to accelerate academic progress and re-engagement for students impacted by learning disruption. These investments are aligned to identified student needs through state and local data analysis and support continued implementation of intervention and recovery-focused actions within the LCAP.

Overall Reflection:
These trends indicate a continued need to strengthen coherent, systemwide practices aligned to curriculum, instruction, assessment, and climate to ensure all students demonstrate growth. In response, the District has refined its Local Control and Accountability Plan to strengthen a comprehensive system of supports grounded in the Multi-Tiered System of Supports (MTSS) framework, advance Student Ownership of Learning, enhance communication and family engagement systems, and strategically allocate resources, including Equity Multiplier and Supplemental and Concentration funds, to address areas of greatest need.

Overall, this reflection demonstrates that while OUSD continues to show strong performance and improvement across multiple indicators, the District remains focused on accelerating outcomes for student groups with the greatest needs, strengthening student engagement and ownership of learning, and ensuring equitable access to high-quality instruction, supports, and opportunities for all students.

Reflections: Technical Assistance

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

N/A

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 alignment with the District's commitment to transparency and the strategic allocation of Supplemental and Concentration funds, the Orange Unified School District has formally integrated the California Community Schools Partnership Program (CCSPP) grant into the LCAP framework. This integration ensures that the whole-child supports and expanded learning opportunities provided at specific school sites are clearly documented and accessible to all stakeholders. Throughout the 2025-2026 steering committee engagement process, educational partners evaluated specific actions designed to address documented achievement gaps. A primary focus of these consultations was the development of a sustainability model intended to braid multiple funding streams—including LCFF, Title I, and grant-specific allocations—to maintain high-impact services beyond the initial lifecycle of the CCSPP grant. These collaborative planning sessions and data-review meetings were conducted on the following dates: August 12 2025 August 26 2025 September 30 2025 October 7 2025 October 21 2025 October 28 2025 December 2 2025

Educational Partner(s)	Process for Engagement
	December 16 2025 January 16 2026 February 24 2026 March 24 2026 April 21 2026 May 19 2026 June 2 2026
District Curriculum Council (DCC)	The Curriculum Council, a representative body of teachers, classified staff, and administrators, serves as a primary Educational Partner in the ongoing development and refinement of the LCAP. This council facilitates a shared leadership model, ensuring that instructional priorities—including textbook adoptions, specialized curriculum pilots, and professional development—are directly aligned with the District's LCAP Goals and Actions. To maintain transparency and a continuous feedback loop, the Assistant Superintendent of Educational Services provided comprehensive LCAP progress updates at the commencement of each session. These updates allowed council members to monitor the implementation of state-mandated priorities and provide real-time input on the effectiveness of specific actions. The Council's feedback was instrumental in prioritizing resources for Priority 2 (Implementation of State Standards) and Priority 7 (Course Access). The Curriculum Council convened on the following dates to review data, evaluate instructional needs, and advise on the allocation of supplemental resources: Through this consultative process, the Council provided critical qualitative data that informed the District's decision-making regarding teacher professional learning and the selection of high-quality instructional materials. September 23, 2025 October 17, 2025 January 27, 2026 February 24, 2026 March 24, 2026 April 7, 2026 May 26 , 2026

Educational Partner(s)	Process for Engagement
District Advisory Committee (DAC)	The District Advisory Council (DAC), composed of parent representatives from every school site alongside community members, serves as a vital consultative body in the LCAP development and annual update process. To ensure a deep understanding of state and federal accountability, the District provided specialized training to DAC members regarding the LCAP Eight State Priorities and the evaluation of program effectiveness. A key focus of the 2025–26 consultation involved a rigorous review of the LCAP survey instrument. Members provided critical feedback on the survey's design and outreach strategies to ensure maximum accessibility and participation across all educational partner groups, specifically targeting underrepresented communities. Beyond survey design, the DAC engaged in collaborative discussions regarding the implementation and impact of state and federal programs, with a specific emphasis on academic supports and tiered interventions designed to close persistent achievement gaps. October 22, 2025 January 21, 2026 March 18, 2026 May 20, 2026
District English Language Advisory Committee (DELAC)	District English Learner Advisory Committee (DELAC): Targeted Consultation and Program Advocacy The District English Learner Advisory Committee (DELAC), comprised of elected parent representatives from each school site, serves as a critical consultative body for the development and annual update of the LCAP. Throughout the 2025–26 school year, the DELAC engaged in a series of comprehensive sessions designed to evaluate the effectiveness of services provided under Priority 4 (Pupil Achievement) and Priority 2 (Implementation of State Standards), with a specific focus on the unique needs of English Learners (EL) and Long-Term English Learners (LTEL). Through a series of deliberative consultations, our educational partners—specifically representatives from DELAC and DAC—identified a critical intersection between family engagement, linguistic access, and targeted academic support. To address persistent achievement gaps for English Learners (EL) and Long-Term English

Educational Partner(s)	Process for Engagement
	Learners (LTEL), parents and community members advocated for a multi-tiered approach to student and family services: Linguistic Equity through Expanded Translation: Stakeholders emphasized that true "meaningful consultation" is only possible when all high-stakes communication—including workshops, graduation requirements, and academic counseling—is provided with professional primary language translation and interpretation. By prioritizing linguistic access, the District ensures that non-English speaking households are equal partners in the decision-making processes that impact their children's postsecondary trajectories. DELAC convened on the following dates to exercise their consultative role and ensure the LCAP remains responsive to the needs of the District's multilingual learners: September 19, 2025 November 7, 2025 March 6th , 2026 May 15, 2026
Early Learning Parent Advisory Committee	The Orange Unified School District recognizes that Early Learning is a foundational component of the LCAP, serving as the essential bridge to long-term academic success. By focusing on children ages 0 to 5, the District is committed to building a robust "cradle-to-career" continuum. To ensure these programs are responsive to the community, OUSD engaged in a collaborative planning process involving parents, teachers, and administrators. This consultation focused on optimizing instructional structures and facilities to meet the specific developmental and social-emotional needs of our youngest learners. The following meetings were held to gather input and design these early learning initiatives: October 15 2025 November 19 2025 January 21 2026 February 11 2026 March 11 2026 April 15 2026

Educational Partner(s)	Process for Engagement
	May 20 2026
Educational Technology Advisory Committee (ETAC)	The Educational Technology Advisory Committee (ETAC)—including parents, students, teachers, and administrators—conducts ongoing needs assessments to ensure technology investments support State Priority 1 (Instructional Materials) and Priority 7 (Course Access). Through this consultative process, members evaluated the effectiveness of software, hardware, and emerging technologies in both classroom and home settings.These consultations ensure that technology resources are principally directed toward closing the digital divide and increasing student engagement. The ETAC committee met on the following dates: October 14 2025 January 28 2025 March 10 2026 May 12 2026
Foster Connections (Foster Youth)	The District will collaborate extensively with foster parents, social service agencies, and the Orange County Department of Education (OCDE) to address the unique needs of foster youth, with a specific emphasis on reducing chronic absenteeism. This ongoing consultation will ensure that LCAP actions are "principally directed" toward improving engagement and academic outcomes for this student group September 3, 2025 November 5 ,2025 February 2, 2026 April 21, 2026
Gifted and Talented Education (GATE) Community Advisory Committee	The GATE Community Advisory Committee (CAC)—comprised of parent representatives from elementary and secondary Honors/AP/IB programs—serves as a consultative body to ensure GATE programs align with State Priority 4 (Pupil Achievement) and Priority 7 (Course Access). Through regular meetings, the CAC collaborates with district leadership to evaluate the effectiveness of GATE enrichment, curriculum, and teacher preparation. Key input from the GATE CAC informed the following LCAP priorities: Equitable Access & Assessment:

Educational Partner(s)	Process for Engagement
	Enriched Instruction Parent Education & Advocacy These consultations ensure that GATE actions within the LCAP are transparent and responsive to the needs of the gifted student population. The GATE CAC met on the following dates: September 30 2025 January 27, 2026 March 24, 2026
TK-12 Principals' Meetings	The District engaged Elementary and Secondary Principals and site administrators through monthly leadership meetings to ensure a robust Cycle of Continuous Improvement. These sessions focused on evaluating the impact of LCAP Goals and Actions at the site level, using real-time data to refine services and ensure the strategic allocation of resources. Administrative feedback was instrumental in prioritizing the following LCAP actions: Targeted Academic Interventions: Expanding access to school-day intervention, summer enrichment, and specialized tutoring to bridge achievement gaps. Professional Learning & Instructional Leadership: Strengthening teacher capacity through professional development focused on state standards, technology integration, and a specific 2025–2026 focus on instructional routines that foster student ownership. Whole-Child Supports: Prioritizing mental and behavioral health services, including the continued allocation of school counselors to support student wellness. College and Career Readiness: Increasing student exposure to postsecondary pathways and industry-aligned career opportunities. These collaborative sessions ensure that district-wide actions are effectively implemented at every school site to support the needs of all students. TK–12 Principals met on the following dates: September 4, 2025 September 18, 2025 September 30, 2025 October 16th, 2025

Educational Partner(s)	Process for Engagement
	October 30, 2025 November 6, 2025 November 20, 2025 December 16, 2025 January 15, 2026 February 12. 2026 March 12, 2026 April 9, 2026 May 14, 2026
Multilingual Site Advisors	Each school site in the District is supported by a Multilingual Site Advisor. This leadership role is designed to ensure that the specific needs of English Learners (EL) and Multilingual Learners are addressed through a "train-the-trainer" model, directly supporting State Priority 2 (Implementation of Standards) and Priority 4 (Pupil Achievement). Advisors participate in regular collaborative sessions—supported by after-school stipends or substitute release time—to focus on the following LCAP priorities: Evidence-Based Professional Development: Receiving specialized training in high-leverage instructional strategies to support linguistic development across all content areas. Site-Level Knowledge Transfer: Sharing learned strategies with site staff through established professional learning communities (PLCs) and staff meetings to improve classroom instruction district-wide. Data-Driven Decision Making: Analyzing English Learner data to monitor progress toward reclassification (RFEP), identify achievement gaps, and celebrate areas of strength. This role ensures that LCAP actions are implemented with fidelity at the site level, providing a direct link between District goals and student outcomes. The Multilingual Site Advisors met on the following dates: Elementary Meeting Dates: September 10, 2025 October 8, 2025 November 5, 2025 December 10, 2025

Educational Partner(s)	Process for Engagement
	January 21, 2026 February 18, 2026 March 11, 2026 May 13, 2026 Secondary Meeting Dates: September 9, 2025 October 7. 2025 November 6, 2025 December 9 , 2025 January 20 , 2026 February 24, 2026 March 19, 2026 April 14, 2026 May 12, 2026
Special Education Community Advisory Committee (CAC)/SELPA (Special Education Local Plan Area)	In accordance with California Education Code, the District engaged in meaningful consultation with the SELPA (Special Education Local Plan Area) Administrator to ensure that LCAP actions are effectively designed to meet the unique needs of Students with Disabilities (SWD). This collaboration focuses on aligning the LCAP with the SELPA Local Plan to promote academic growth, social-emotional wellness, and equitable access to the core curriculum. Consultation Focus and Impact During these sessions, the SELPA Administrator reviewed progress data and provided expert feedback on the following LCAP priorities: Inclusion and Course Access: Refining actions under Priority 7 to increase the participation of students with disabilities in the Least Restrictive Environment (LRE). Targeted Academic Supports: Evaluating the effectiveness of specialized interventions and supplemental materials tailored for diverse learning needs to support Priority 4 (Pupil Achievement). Transition and Post-Secondary Planning: Strengthening pathways for secondary students to ensure successful transitions to college, vocational training, or independent living. Professional Learning: Identifying specific training needs for both general and special education staff to foster a co-teaching model and universal design for learning (UDL). Feedback from the SELPA

Educational Partner(s)	Process for Engagement
	Community Advisory Committee and Special Education educational partners reinforced the District's continued focus on increasing access to inclusive practices and improving Least Restrictive Environment (LRE) outcomes for students with disabilities. Educational partners emphasized the importance of strengthening co-teaching models, Universal Design for Learning (UDL), behavioral supports, and access to core instruction to support increased participation in general education settings. This feedback informed continued refinement of LCAP actions related to inclusive instructional practices, MTSS implementation, professional learning, and student support services. September 18, 2025 November 13, 2025 February 12, 2026 May 14, 2026
Superintendent's Forum (OUSD Staff only)	The Superintendent's Forum serves as a critical bridge between district leadership and frontline staff. These regular sessions are designed to facilitate transparent, two-way communication regarding the District's strategic direction and the implementation of LCAP Goals and Actions. By engaging a diverse cross-section of staff, the Superintendent ensures that the "pulse" of the school sites informs the central office's decision-making process. September 3, 2026 November 5, 2026 February 4, 2026 March 4, 2026 May 6, 2026
Meeting with Collective Bargaining Units	The District engaged in regular, meaningful consultation with Association Leaders (OUEA and CSEA) to ensure that the LCAP reflects the expertise of our certificated and classified staff. These discussions focused on the Conditions of Learning (State Priorities 1, 2, 7), Engagement (Priorities 3, 5, 6), and Student Outcomes (Priorities 4, 8). OUEA August 25, 2025

Educational Partner(s)	Process for Engagement
	September 22, 2025 January 26, 2026 March 23, 2026 CSEA October 2, 2025 December 4, 2025 February 5, 2026 May 14, 2026
Educational Services Meetings (OUSD District Staff only)	The Educational Services Division—comprising Directors and Administrators responsible for LCAP goals—held monthly collaborative sessions to monitor the implementation and effectiveness of all LCAP actions. This internal monitoring process is the cornerstone of the District's Cycle of Continuous Improvement, ensuring that resources are adjusted in real-time based on student need and outcome data. Strategic Review and Mid-Year Reporting During the 2025–2026 school year, these consultations were "principally directed" toward analyzing the impact of services on unduplicated student groups. Key objectives included: Implementation Monitoring: Assessing whether LCAP actions were being rolled out as planned and identifying any barriers to site-level execution. Effectiveness Analysis: Reviewing local and state metric data to determine if specific actions (such as tutoring or mental health supports) were meeting their intended growth targets. Mid-Year Accountability: Utilizing these sessions to develop the LCAP Mid-Year Report, as required by Senate Bill 114, to ensure fiscal and programmatic transparency. Future Planning: Leveraging "Lessons Learned" from current implementation to inform the development and refinement of the 2026–2027 LCAP goals. August 4, 2025 September 8, 2025 December 1, 2025

Educational Partner(s)	Process for Engagement
	March 2, 2026 April 13, 2026 May 11, 2026 June 8, 2026
Equity Multiplier	For the 2025–2026 school year, the District implemented a specific engagement strategy for Richland Continuation High School Site-Level Data Analysis: The Executive Director of Assessment and Accountability and Administrator of Accountability met with the site leadership to review dashboard performance levels and student stability rates The District did not just present a plan; it co-developed Goal 4 (Focus Goal) with Richland This included a deep dive into the needs of English Learners (EL) and Long-Term English Learners (LTEL) to ensure the actions would directly impact the lowest-performing student groups. Site administrators held dedicated sessions with their School Site Councils (SSC) and English Learner Advisory Committees (ELAC). These partners provided feedback on the proposed actions, specifically advocating for dual enrollment and enhanced counseling as primary tools for student re-engagement. The priorities identified through this engagement are formalized in Richland's School Plan for Student Achievement (SPSA). These are "fluid" documents, meaning they are reviewed and updated throughout the year by teachers and parents to ensure the funding remains "principally directed" toward the identified student needs The team met for Richland on the following dates: SSC: October 2, 2025 November 14, 2025 February 23, 2026 May 7, 2026 ILT: August 27, 2025 October 1, 2025

Educational Partner(s)	Process for Engagement
	November 19, 2025 January 28, 2026 March 18, 2026 May 6, 2026
Student Achievement Committee	The Student Achievement Committee—comprised of teacher leaders from elementary, middle, and high school levels—serves as a primary consultative body for monitoring student progress and instructional efficacy. This committee was established to bridge the gap between assessment data and classroom practice, ensuring that LCAP actions are grounded in current student needs. Elementary: September 30 2025 November 18, 2025 January 20, 2026 March 17 2026 April 14 2026 Secondary: October 2 2025 November 20 2025 January 22, 2026 March 19 2026 April 16 2026
Student Engagement and Advisory Input	The District prioritizes student voice as a primary metric for evaluating the success of State Priority 5 (Engagement) and State Priority 6 (School Climate). Through age-appropriate, online LCAP surveys tailored for elementary and secondary levels, students provide critical feedback on their educational experience, sense of safety, and belonging. Targeted Feedback: Surveys gather data on student perceptions of school safety, teacher-student relationships, and the relevance of the curriculum. In partnership with the Orange County Dept. of Education (OCDE), the District performs advanced quantitative analysis to generate longitudinal reports and trend graphs. The Office of Assessment and Accountability synthesizes this data to inform School Site Councils (SSC), the Board of Education, and

Educational Partner(s)	Process for Engagement
	advisory committees (DAC, DELAC, and the CCSPP Steering Committee). The survey window was open from 10/26/25 through 1/16/26 Student voice and student advisory input were incorporated through districtwide student surveys, student leadership groups, focus groups, and ongoing student engagement processes conducted throughout the LCAP development cycle. Feedback from students informed priorities related to student ownership of learning, school climate, wellness supports, communication, engagement, and college and career readiness.

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

The 2026–2027 LCAP was directly shaped by comprehensive feedback from educational partners, including students, families, staff, and community members, gathered through surveys, focus groups, advisory committees, and ongoing engagement throughout the school year. Input was systematically collected, disaggregated, and analyzed to identify key themes, which were used to refine LCAP goals, actions, and resource allocation to better meet the needs of all students.

A districtwide LCAP survey generated over 21,000 responses, reflecting sustained and historically high levels of engagement across all stakeholder groups. Analysis of this data identified both areas of strength and priority areas for growth, ensuring that the LCAP reflects the collective voice of the community.
Educational partner feedback directly influenced several key areas:

Academic Programs and Pathways: Feedback supporting college and career readiness and student interest led to the expansion and refinement of Career Technical Education (CTE) pathways, including the addition of Cybersecurity and the planned expansion of emerging pathways aligned to workforce demands.

Communication and Family Engagement: Consistent feedback identified communication clarity and multilingual outreach as priority needs. In response, the District is strengthening communication systems through the adoption of ParentSquare to streamline and unify school-to-home communication, expanding multilingual access, and increasing the use of accessible formats such as infographics, podcasts, and short videos to provide clearer, more engaging, and accessible information for families.

Student Voice and Engagement: Feedback from students highlighted the need for increased opportunities for student voice in decision-making. This informed continued emphasis on student-centered practices and the District’s focus on Student Ownership of Learning.

Social-Emotional and Behavioral Supports: Input from families and staff emphasized the importance of student wellness, consistent discipline practices, and mental health supports. As a result, the LCAP maintains and strengthens investments in counseling services, behavioral supports, and school climate initiatives.

Support for Student Groups: Feedback from advisory committees, including DELAC and the Special Education Community Advisory Committee, reinforced the need for targeted supports for English Learners, Long-Term English Learners, and students with disabilities. This resulted in refined actions, including enhanced professional development, instructional support, and specialized services aligned to identified needs.

LCAP Action Refinement and Alignment: Based on stakeholder input and internal review, several LCAP actions were revised, combined, or expanded to improve coherence, transparency, and impact. This included consolidating actions to strengthen support for English Learners and aligning resources more effectively across goals.

In addition to survey data, advisory groups—including the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and other stakeholder committees—provided structured input throughout the development process. Their feedback ensured that the LCAP reflects diverse perspectives and remains aligned to both district priorities and the needs of student subgroups.
Overall, the 2026–2027 LCAP reflects a deliberate shift from data collection to action, ensuring that educational partner feedback is not only heard but translated into measurable improvements in programs, services, and student outcomes.

The District strictly adhered to the statutory timelines for the public hearing and local adoption of the LCAP and the corresponding District Budget, as required by Education Code Sections 52062 and 42127:

Public Review & Website Posting: May 18, 2026

Public Hearing (Board Presentation): May 21, 2026

Local Board Approval (Adoption): June 4, 2026

This process ensured that the 2026–2027 LCAP serves as a "living document" that remains responsive to the community’s identified priorities while upholding all state mandates for meaningful partner engagement.

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 analysis of state and local data, Orange Unified School District (OUSD) has identified the need to strengthen equitable systems to improve student academic outcomes. In alignment with State Priority 4 (Pupil Achievement) and Priority 8 (Other Pupil Outcomes), performance on the California Assessment of Student Performance and Progress (CAASPP) indicates continued growth in English Language Arts (ELA), with proficiency increasing from 57.53% to 59.34% % meeting or exceeding standards, with a continued goal of annual growth. In Mathematics, performance remains an area of need, with current proficiency levels significantly lower and requiring accelerated improvement, as measured through both percentage of students meeting or exceeding standards and Distance from Standard (DFS), which reflects average scale score performance relative to grade-level expectations.

Distance from Standard (DFS) data further indicates that while some student groups are approaching or maintaining performance bands, others remain in lower performance levels (Orange/Red), highlighting the need to move students toward Green performance levels (e.g., = +1.6 points in ELA and positive movement in Mathematics DFS) through targeted instruction and intervention.

Disaggregated data further indicate that English Learners, Long-Term English Learners, Foster Youth, students with disabilities, socioeconomically disadvantaged students, and students experiencing homelessness continue to perform below district averages in both ELA and Mathematics. The District has established targeted growth expectations for these student groups, including increasing the percentage of students meeting or exceeding standards annually and improving DFS levels toward higher performance bands, guiding the strategic use of Supplemental and Concentration funds to provide increased and improved services.

To support improvement across these metrics, the District continues to expand access to a broad course of study (State Priority 7), including increasing A–G completion rates from approximately 41.3% to 53.5%, and Career Technical Education (CTE) pathway completion from approximately 34.2% to over 43%, ensuring equitable access to rigorous coursework for all student groups.
To monitor progress toward these outcomes, OUSD is strengthening a comprehensive system of teaching and learning grounded in the Multi-Tiered System of Supports (MTSS) framework and supported by the development of a Student Achievement Dashboard, with pending Board adoption, to track performance across CAASPP, local assessments, attendance, and college and career readiness indicators. This includes interim benchmarks such as i-Ready proficiency targets and growth measures to monitor progress throughout the year.

In alignment with these metrics, the District is advancing Student Ownership of Learning by aligning curriculum, instruction, assessment, and climate to ensure students demonstrate measurable growth in key academic areas, including reading, mathematical problem solving, and physical science, as reflected in both state and local performance indicators.
Additionally, the District continues to expand early learning opportunities through Universal Transitional Kindergarten (UTK) and monitors foundational literacy outcomes, including early grade reading proficiency benchmarks (K–2) aligned to grade-level expectations, to support long-term academic success.

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	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	2024-25 CAASPP 59.34% - Students met/exceeded the standards on the ELA Smarter Balanced Assessment." 12.44% - English Learners met/exceeded the standards on the ELA Smarter Balanced Assessment. 46.32% - Economically Disadvantaged students met/exceeded the standards on the ELA Smarter Balanced Assessment. 46.13% - Hispanic students	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.	2.45% CAASPP ELA Overall 5.47% English Learner 3.26% Econ. Disadvantaged 2.96% Hispanic 5.5% Foster Youth -4.44% LTEL 6.69% Special Education -1.89% Grade 11 CA Dashboard Overall: +7.3 EL: =+4 LTEL: -4.80.1 SWD: +19.2 Foster: +7.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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	met/exceeded the standards on the ELA Smarter Balanced Assessment. 25.81% - Foster Youth students met/exceeded the standards on the ELA Smarter 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	met/exceeded the standards on the ELA Smarter Balanced Assessment. 28.57% - Foster Youth students met/exceeded the standards on the ELA Smarter Balanced Assessment. 3.60% - LTEL students met/exceeded the standards on the ELA Smarter Balanced Assessment. 25.55% - Special Ed students met/exceeded the standards on the ELA Smarter Balanced Assessment. 58.0% - Grade 11 students met/exceeded the standards on the ELA Smarter Balanced Assessment. 2024-25 Overall CA Dashboard ELA Academic Indicator Status	52.17% - Hispanic students met/exceeded the standards on the ELA Smarter Balanced Assessment. 32.07% - Foster Youth students met/exceeded the standards on ELA Smarter Balanced Assessment *17.04% - LTEL students met/exceeded the standards on the ELA Smarter Balanced Assessment. 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 10.32% of students with disabilities met or exceeded the CAA ELA	Indicator Status Points (Change) & Color: 9 (+2) Yellow 2023-24 EL Overall CA Dashboard ELA Academic Indicator Status Points (Change) & Color: -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	Points (Change) & Color: +14.3 (+5.2) Green 2024-25 EL Overall CA Dashboard ELA Academic Indicator Status Points (Change) & Color: -46.5 (+5.8) Yellow 2024-25 LTEL Overall CA Dashboard ELA Academic Indicator Status Points (Change) & Color: -110.3 (-4.8) Red 2024-25 SWD Overall CA Dashboard ELA Academic Indicator Status Points (Change) & Color: -63.7 (+14.8) Yellow 2024-25 Foster Overall CA Dashboard ELA Academic Indicator Status Points (Change) & Color: -75.0 (9.5) Orange	ELA Academic Indicator Overall Status Points (Change) & Color: 16 (+9) Green EL Overall CA Dashboard ELA Academic Indicator Status Points (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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 (EAP): a 3% gain in proficiency rate yearly	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. 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	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 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.	2024-25 CAASPP 45.99% - Students met/exceeded the standards on the Math Smarter Balanced Assessment. 12.80% - English Learners met/exceeded the standards on the Math Smarter Balanced Assessment. 31.54% - Economically Disadvantaged students met/exceeded the standards on the Math Smarter Balanced Assessment. 30.86% - Hispanic students met/exceeded the standards on the Math Smarter Balanced Assessment. 25.00% - Foster Youth students met/exceeded the standards on the Math Smarter Balanced Assessment.	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 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	2.34% CAASPP MATH Overall 6.84% English Learner 3.27% Econ. Disadvantaged 2.84% Hispanic 6.58% Foster Youth .28% LTEL 3.34% Special Education 1.17% Grade 11 CA Dashboard Overall: +8.1 EL: +8.2 LTEL: -.8 SWD: +22.2 Foster: +3.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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)	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 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	2.94% - LTEL students met/exceeded the standards on Math Smarter Balanced Assessment 17.68% - Special Ed students met/exceeded the standards on the Math Smarter Balanced Assessment. 28% - 11th grade students met/exceeded the standards on the Math Smarter Balanced Assessment. 2024-25 Overall CA Dashboard Math Academic Indicator Status Points (Change) & Color: -22.1 (-0.1) Yellow 2024-25 EL Overall CA Dashboard Math Academic Indicator Status Points (Change) & Color: -73.8 (+6.7) Yellow 2024-25 LTEL Overall CA Dashboard Math	Balanced Assessment. *11.66% - LTEL students met/exceeded the standards on the Math Smarter Balanced Assessment. 23.34% - Special Ed students 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		& Color: -112.6 (-21.1) Red 3.25% of students with disabilities met or exceeded the CAA Mathematics	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 (Change) & Color: -102.1 (+18) Orange 2023-24 Foster Overall CA Dashboard Math Academic Indicator Status Points (Change) & Color: -129.7 (-17) Red	Academic Indicator Status Points (Change) & Color: -164.9 (-0.8) Red 2024-25 SWD Overall CA Dashboard Math Academic Indicator Status Points (Change) & Color: -97.8 (+4.3) Orange 2024-25 Foster Overall CA Dashboard Math Academic Indicator Status Points (Change) & Color: -108.7 (+20.9) Orange	LTEL CA Dashboard Math Academic Indicator Status Points (Change) & Color: -158.1 (+6) Yellow SWD CA Dashboard Math Academic Indicator Status Points (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.	2024-25 52.99% of students met A - G requirements."	2025-26 (3%) x3 50.3% of students met A - G requirements.	11.66% 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%	2024-25 40.9% of students have completed a CTE pathway. EL: 33.5% SED: 41.4% Foster: 25.9%	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%	All: +5.13% CTE EL: +2.7% SED: +4.8% Foster: +13.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					2025-26 Foster Target 15.5%	
1.5	*5% Gain per year (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:	2023-24 Evidence of Learning Intentions: 79.5% - Posted 27.5% - Evident in Teacher Talk 29.7% - Evident in Student Talk Evidence of Success Criteria: 68.6% - Posted 21.0% - Evident in Teacher Talk 27.1% - Evident in Student Talk	2024-25 Evidence of Learning Intentions: 68.6% - Posted 72.6% - Evident in Teacher 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	2025-26 69.97%-Doing 19.91%-Understanding 4.56%-Owning This year, the purpose of Learning Walks changed to align with the district focus of Student Ownership. The 3 indicators that were used to determine the level of student ownership: Doing, Understanding and Owning. This year served as a baseline of data collection with the goal of improving the percentage of students in Owning.	2025-26 (end of year) Switch to Student Ownership 64.97%-Doing 20.47%-Understanding 14.56%-Owning	Learning Walks slightly shifted the metric to align with District Professional Development in the area of Student Ownership
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%	2024-25 Overall: 58.8% of students are CCI Prepared Green EL: 20.1% Orange Foster: 40.1% Green LI/SED: 50.9% Green	2025-26 (2%) x3- 2% gives us a green Overall: 54.1% of students are CCI Prepared. (Green) EL: 19.6% (Yellow) Foster:	Overall: +10.7% EL: +6.5% Foster: +4% LI/SED: +13.7% Foster: +24.5% SWD: +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD: 16.8% (Orange)	SWD: 22.1% Yellow	SWD: 20.9% (Yellow)	
1.7	Advanced Placement Pass Rate, 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%	2024-25 34.23% of students participated in one or more Advanced Placement or International Baccalaureate classes EL: 5.43% SED: 23.6% AP Exam Pass Rate 2024-25: 76%	2025-26 41.0% of students participated in one or more Advanced Placement or International Baccalaureate class. EL: 10% SED: 24.4% Target Outcome:AP Exam Pass Rate 2025-26: 77%	Overall: +9% AP / IB Classes EL: -1% SED: +2.4% AP Exam Pass Rate 2024-25:76%
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%	2024-25 CA Dashboard - ELPI 47.5% making progress towards English Language Proficiency Reclassified Rate: 13%	2025-26 / (2%) x3 58.6% making progress towards English language proficiency. *Goal for 2027 = 22.0%	-5.10% ELPI -5.0% 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.	2025-26 12.9% LTEL	2026-27 34.3% - LTEL among EL 6th grade & above.	-27.40% 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.	2023-24 CAASPP 38.71% - students met/exceeded standard on CAST Assessment.	2024-25 CAASPP 40.43% - students met/exceeded standard on CAST Assessment	2025-26 / (3%) x3 /Dashboard 3 pointsx3 48.38% - students met/exceeded	1.05% CAST 1.73% - students met/exceeded standard on CAST

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*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) *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	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 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	12.69% - students met/exceeded standard on CAST Assessment (SWD) 2.85% - students met/exceeded standard on CAST Assessment (EL) 1.94% - students met/exceeded standard on CAST Assessment (LTEL) 0.00% - students met/exceeded standard on CAST Assessment (Foster) 2024-25 Overall CA Dashboard Science Academic Indicator Status Points (Change) & Color: 56.9 (1.6) Green 2024-25 EL CA Dashboard Science Academic Indicator Status Points (Change) & Color: 42.5 (0.9) Orange 2024-25 LTEL CA Dashboard Science Academic	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) *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) 2025-26 EL CA Dashboard Science Academic Indicator Status Points (Change) & Color: -17 (+6) 2025-26 LTEL CA Dashboard	Assessment (Special Ed) 1.62% - students met/exceeded standard on CAST Assessment (EL) -.08% - students met/exceeded standard on CAST Assessment (LTEL) -11.11% - students met/exceeded standard on CAST Assessment (Foster) CA Dashboard Science Overall: +66.2 EL: +65.5 LTEL: +65.6 SWD: +68.4 Foster: +61.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	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)	Indicator Status Points (Change) & Color:) 33.6 (0.7) Red 2024-25 SWD CA Dashboard Science Academic Indicator Status Points (Change) & Color: 44.2 (+3.8) Yellow 2024-25 Foster CA Dashboard Science Academic Indicator Status Points (Change) & Color: 36.3 (+2.5) Yellow	Science Academic Indicator Status Points (Change) & Color: -26 (+6) 2025-26 SWD CA Dashboard Science Academic Indicator Status Points (Change) & Color: -18.2 (+6) 2025-26 Foster CA Dashboard Science Academic Indicator Status Points (Change) & Color: -19.2 (+6) 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	2025-26 257 attendees	2026-27 240 attendees	+57 # 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	2025-2026 337 seniors received the Seal of Biliteracy (15.7% of the graduating seniors	2026-27 25% of the graduating population will obtain the Seal of Biliteracy.	+11 students # of Students Received -0.5% of Seniors

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			- 1964 Total seniors)	-2136 Total 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% (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%)	2024-25 iReady ELA Proficiency (L4+L5) Mid-Year (Winter) Overall: 51% Elem: 52% Middle: 40% EL: 14% SWD: 22% Foster: 34% TG Median% Mid-Year (Winter) Overall: 59% Elem: 62% Middle: 6% EL: 53% SWD: 50% Foster: 66%	2025-26 iReady ELA Proficiency (L4+L5) Mid-Year (Winter) Overall: 52% Elem: 52% Middle: 45% EL: 16% SWD: 20% Foster: 33% TG Median% Mid-Year (Winter) Overall: 59% Elem: 57% Middle: 97% EL: 51% SWD: 59% Foster: 76%	2026-27 Students will meet or exceed =69% (Median:119%) (TG % Met:64%) Elementary Students = 72% (Median:121%) (TG % Met:65%) Elementary English Learners = 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	iReady Proficiency (L4+L5) Mid-Year (Mid-Year) Overall: 2% Elem: 1% Middle: 9% EL: 2% SWD: 2% Foster: 8% TG Median% Mid-Year (Winter) Overall: 1% Elem: -1% Middle: 50% EL: 5% SWD: 12% Foster: 38%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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%			=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 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	2023-24 Students will meet or exceed = 54%	2024-25 iReady Math Proficiency	2025-26 iReady Math Proficiency	2026-27 Students will meet or exceed =63%	iReady Proficiency (L4+L5) Mid-Year (Winter)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	with % Met increased by 3% (Mid-Year)	(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% (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-	(L4+L5) Mid-Year (Winter) Overall: 42% Elem: 41% Middle: 35% EL: 11% SWD: 15% Foster: 21% TG Median% Mid-Year (Winter) Overall: 50% Elem: 50% Middle: 44% EL: 52% SWD: 46% Foster: 39%	(L4+L5) Mid-Year (Winter) Overall: 42% Elem: 42% Middle: 48% EL: 11% SWD: 16% Foster: 22% TG Median% Mid-Year (Winter) Overall: 50% Elem: 50% Middle: 48% EL: 50% SWD: 48% Foster: 59%	(Median: 105%) (TG % Met: 58%) Elementary Students = 65% (Median:104%) (TG % Met: 58%) Elementary English Learners = 36% (Median: 102%) (TG % Met: 55%) 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%)	Overall: 1% Elem: 1% Middle: 18% EL: 2% SWD: 3% Foster: 6% TG Median% Mid-Year (Winter) Overall: 3% Elem: 2% Middle: -2% EL: 3% SWD: 5% Foster: 23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% Foster: 16% TG Median% Mid-Year (Winter) Overall: 47% Elem: 46% Middle: 50% EL: 47% SWD: 43% Foster: 36%			Middle School Special Ed Students = 13% (Median: 38%) (TG % Met: 44%) "On or Above Grade Level" means iReady 3-level placement Tier 1 (Green) *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.	2021-22 (EDI is administered every 3 years. Due August 2025)	August 2022 (EDI is administered every 3 years.)	2024-25 Percentage of children on track for Kindergarten:	2026-27 At least 75% in all 5 areas. At least 50% across all domains.	EDI is administered every 3 years, due August 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	At least 50% across all domains.	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 67% - Language & Cognitive Development 73% - General Knowledge & Communication 48% - Across all Domains 25%EL 38% SED		77%- Physical Health & Well-being 77% - Social Competence 72% - Emotional Maturity 71% - Language & Cognitive Development 73% - General Knowledge & Communication 49% - Across all Domains ELL=35% on track in all domains SED=53% on track in all domains		+0% - Physical Health & Well-being -1% - Social Competence -7% - Emotional Maturity +4% - Language & Cognitive Development +0% - General Knowledge & Communication +1% - Across all Domains +10% EL +15% 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	2025 Beginning of Year (mClass) 9/2- 9/26 2025-26, Reading Composite Score (At Benchmark or Above): 49% - Kindergarten 53% - 1st Grade 59% - 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	-8% Kindergarten +0% 1st Grade +0% 2nd Grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Target is to maintain reading composite score	
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) 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)	2024-25 CA Dashboard DA- Foster Youth Subgroup (Year 1 Clear) Progress Monitoring 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)	2025-26 CA Dashboard DA- Foster Youth Subgroup (Year 2 Clear) Progress Monitoring 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)	0 Schools in ATSI/TSI 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	District - Progress Monitoring for DA - Foster Youth 0 schools identified as ATSI.
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%	2025-2026 1st Semester= 35% 2nd Semester= 12.13%	2026-27 1st Semester = 25.65% 2nd Semester = 12.6%	2024-25 1st Semester= + 6.35% 2nd Semester = declined by 3.47%
1.19	# of VAPA teachers:	2023-24	2024-25	2025-26	2026-27	Increased by 13 VAPA teachers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*3 more teachers per year and a total of 68 teachers by 2026-27	58 - VAPA Teachers	60 - VAPA Teachers	71 VAPA Teachers	68 VAPA Teachers	
1.20	# of teachers trained in C-STEM: *10% Increase in Teachers trained each year. 10 % increase in school usage in either ES, MS, or HS.	2023-24 Baseline: 41 - Teachers trained 9 - Schools using the curriculum 0 - High Schools 4 - Middle Schools 5 - Elementary Schools	2024-25 45 - Teachers trained 13 - Schools using the curriculum 2 - High Schools 4 - Middle Schools 7 - Elementary Schools	2025-26 45 - Teachers trained 15- Schools using the curriculum 4-High Schools 4-Middle Schools 7-Elementary Schools	2026-27 10% Increase of Teachers trained each year. 10 % increase of school usage in either ES, MS or HS.	+6 Schools using Curriculum +4 High Schools 0 Middle Schools +2 Elem. Schools +4 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 5 - Schools Using PLTW 2 - High Schools 1 - Middle School 2 - Elementary Schools 7 - Teachers trained in the PLTW Curriculum	2025-26 6 - Schools Using PLTW 3 - High Schools 1 - Middle School 3 - Elementary Schools 6 - 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.	0 Schools Using PLTW +2 High School 0 Middle School -1 Elementary School -2 Teachers Trained
1.22	# of teachers participating in *Student Achievement Professional Development: *5% increase in the number of teachers attending trainings offered by Assessment Department	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	25-26 Teachers Trained by Assessment Department=1173	2026-27 5% increase in number of teachers attending trainings offered by Student Achievement	970 more # of Staff impacted by PD's

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*577 Teachers by 2026-27- Student Achievement (125 more teachers per year)				*577 - Student Achievement	
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 Teachers Trained = 413	2025-26 Teachers Trained=1877	2026-27 5% increase in number of teachers attending trainings offered by Ed Tech Ed.Tech = 254	1644 more # of staff impacted by PD's

Goal Analysis [2025-26]

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

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

The LEA implemented Goal 1 through a coordinated system of research-based instructional practices, job-embedded professional learning, expanded academic pathways, and targeted supports for unduplicated student groups. Implementation included professional learning and coaching (Action 1.1), instructional support services (Actions 1.2–1.4), expanded academic and enrichment opportunities (Actions 1.8, 1.9, 1.18), and the development of MTSS and data systems (Action 1.11).

A central component of implementation was the use of Instructional Specialists and Teachers on Special Assignment (TOSAs) to deliver coaching aligned to a standardized instructional observation protocol and Dynamic Success Profiles. This supported a shift from teacher-directed instruction toward facilitated student agency, including the integration of “Thinking Classrooms” in mathematics and foundational literacy. These efforts were complemented by expanded access to Advanced Placement (AP), International Baccalaureate (IB), and Career Technical Education (CTE) pathways, as well as the scaling of AVID WICOR strategies across secondary classrooms. Targeted supports were also implemented to improve access and outcomes for unduplicated students, including credit recovery, summer school, Dual Language Immersion opportunities, STEM pathways, and barrier-reduction services for Foster Youth and McKinney-Vento students. Early literacy efforts were strengthened through the implementation of mClass and the expansion of Transitional Kindergarten classrooms.

In the 2025–2026 school year, the District maintained the core actions under Goal 1 while enhancing implementation through the strategic addition of targeted services and supports aligned to Actions 1.3, 1.4, 1.7, 1.9, and 1.11. These additions were not changes to the actions

themselves, but rather refinements to strengthen the effectiveness and coherence of implementation in response to identified student needs. Specifically, the District expanded supports through the Elevated Achievement Group (EAG) to provide targeted intervention and acceleration for identified student groups, further strengthening Actions 1.3, 1.7, and 1.9. In addition, the implementation of Solution Tree (CAPS) enhanced Action 1.4 by deepening professional learning community practices, including structured collaboration, data analysis, and instructional planning focused on improving student outcomes.
To further strengthen data-driven decision-making and system coherence, the District implemented the Panorama Education MTSS Dashboard under Action 1.11. This enhancement improved the ability of school sites to monitor student progress, identify needs earlier, and align interventions across academic, behavioral, and wellness domains. These refinements were implemented in response to ongoing analysis of student performance data, including i-Ready and CAASPP results, which indicated the need for stronger alignment between Tier 1 instruction, targeted intervention, and progress monitoring systems, particularly for English Learners, Students with Disabilities, and other student groups requiring additional support.
Substantive differences between planned and actual implementation were made to improve alignment, efficiency, and coherence. English Learner-focused services were consolidated under Action 1.1 to streamline delivery and strengthen instructional impact. A primary language assessment approach was incorporated using existing tools due to staffing constraints. Additionally, some actions were expanded to serve broader student groups to improve systemwide coherence. Metric 1.5 was revised to better measure student ownership by shifting from compliance-based indicators to levels of student engagement (“Doing,” “Understanding,” and “Owning”).
Key successes included increased coherence across instructional practices, data systems, and supports; growth in English Learner math proficiency (5.96% base year to 12.8%); a 3% increase in College and Career readiness; expanded access to CTE and advanced coursework; and strengthened early literacy systems. The LEA also improved conditions for learning through targeted supports that reduced barriers to access for unduplicated students.
Key challenges included variability in implementation across sites, the need to accelerate mathematics performance, limited enrollment in the IB program, and incomplete access to Dual Language Immersion pathways at the secondary level. Additional challenges included higher-than-anticipated costs for instructional materials, staffing constraints impacting assessment implementation, and barriers to expanding specialized programs such as Mandarin Dual Immersion.
Overall, implementation reflects a transition toward a more aligned and data-driven system, with enhanced services strengthening coherence, responsiveness, and effectiveness while maintaining the integrity of the original Goal 1 actions.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures under Goal 1 are primarily attributed to the strategic addition and expansion of targeted services during implementation, while maintaining the integrity of the original actions. The LEA determined that all material differences (variances of 10% or more) were the result of intentional, data-driven adjustments to improve alignment, effectiveness, and coherence of services, rather than a reduction in services.
During the 2025–26 school year, the District identified a need to strengthen supports aligned to Actions 1.3, 1.4, 1.7, 1.9, and 1.11. As a result, additional expenditures were allocated to expand services, including $250,000 for the Elevated Achievement Group (EAG) to enhance targeted intervention and acceleration, $250,000 for Solution Tree (CAPS) to strengthen professional learning communities and data-driven instructional practices, and $326,000 for the Panorama Education MTSS Dashboard to improve progress monitoring, early identification of student needs, and coordination of supports across sites. These enhancements were implemented in response to student performance data

and contributed to higher actual expenditures compared to budgeted amounts. Importantly, these increases reflect refinements and expansion of services, not changes to the original actions.
Additional areas of increased expenditure included:
Action 1.4 – Professional Development for Diverse Learners
Increased costs were driven by intensified professional learning aligned to the New California Mathematics Framework and targeted instructional strategies to support English Learners, RFEP students, low-income students, and Foster Youth.
Action 1.6 – Elementary Foundational Support, Spending increased due to allocating $4,848,460 in LREBG funds for literacy teachers and instructional assistants to provide small-group interventions. This targeted staffing addressed critical K–2 iReady data gaps by delivering foundational literacy support to English learners, foster youth, and low-income students
Action 1.16 - Elementary Resource Teachers: Expenditures increased due to rising staffing and personnel costs to maintain a teacher at each site. This funding sustained targeted, small-group instruction to close achievement gaps for English learners, low-income, and foster youth
Action 1.19 Secondary P21 Specialists: The variance in projected versus actual spending is attributed to increased staffing and compensation costs required to fully execute this action. Specifically, negociated salary adjustments, and additional hours/stipends were required for specialists. This additional expenditure was necessary to meet the high demand for student support. The investment directly funded the intensive coordination required to ensure our unduplicated student populations could successfully overcome barriers, complete rigorous CTE pathways, and gain access to advanced STEM opportunities.
Action 1.21 –Innovative learning -Educational Technology The over-expenditure in this action was primarily driven by the expanded implementation of the C-STEM robotics-math integration and the necessary replacement of instructional technology, which incurred higher-than-anticipated procurement costs. The effectiveness of these increased expenditures is evidenced by rising mathematics scores.
Action 1.23 – STEAM and Technology Infrastructure , Actual expenditures exceeded initial projections due to a dual requirement: expanding the program to additional participating school sites and modernizing aging technology at existing sites. As STEAM participation grew, outfitting newly added schools required necessary, unbudgeted investments in hardware. Simultaneously, replacing obsolete infrastructure at established campuses was critical to maintain programmatic standards. This combined investment ensured system-wide equity, guaranteeing that all unduplicated students, regardless of their school site, had reliable access to high-quality STEAM learning environments.

Areas of decreased expenditure included:
Action 1.1 – ELD Professional Learning Framework:
Cost savings were realized due to lower-than-anticipated training expenses and reduced need for extended-day compensation.
Actions 1.3, 1.8, and 1.9 (approximately 85% of the budget):
Action 1.9 GATE Screening): Spending decreased due to the transition to cost-effective, centralized digital testing platforms for universal third-grade screening. These technical efficiencies lowered operational expenses while maintaining full screening access and parent referral pathways.
Underspending reflects improved coordination and consolidation of services, with supports delivered through braided funding while maintaining service levels in
Action 1.11 MTSS Dashboard & CAST Support: Expenditures were lower than projected due to the utilization of existing internal software infrastructure to build and deploy the data dashboard. This approach reduced external vendor costs while fully supporting student progress monitoring and elementary CAST meetings.

Action 1.14 Foster & McKinney-Vento Supplies: Costs decreased as the district successfully leveraged community donations and bulk-purchasing discounts for laptops, hotspots, and school supplies. This allowed the department to fully equip all qualifying students with necessary learning materials at a lower cost.
Action 1.17 VAPA Access Expansion: Expenditures were lower than budgeted due to the strategic coordination of local, low-cost community arts partnerships and shared regional transport for student field trips. This alignment reduced operational costs while fully preserving immersive arts opportunities for unduplicated pupils.
Action 1.18 Secondary Advanced & Support Courses: Spending was reduced by optimizing existing high school master schedules and cross-training staff to run advanced pathways, interventions, and summer programs. These scheduling efficiencies lowered overall implementation costs without reducing student access to AP, IB, STEM, or credit recovery courses.
Action 1.22 Actual expenditures for this action were lower than initially projected due to strategic cost efficiencies realized through software consolidation. By migrating from multiple, disparate data tracking contracts to a single, unified district analytics platform, the district successfully eliminated redundant licensing and maintenance fees. This material decrease in spending was achieved without reducing the scope of services; the district fully maintained its capacity to actively monitor, track, and provide targeted support for our unduplicated and high-needs student groups.
Overall, these material differences demonstrate the LEA's commitment to flexible and responsive resource allocation. Increased investments in professional learning, targeted interventions, foundational supports, and data systems strengthened the quality and intensity of services, ensuring stronger alignment between instruction, intervention, and progress monitoring systems to improve outcomes for English Learners, Students with Disabilities, and socioeconomically disadvantaged students.

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

The LEA evaluated the effectiveness of Goal 1 actions using California School Dashboard indicators, local assessment data (including CAASPP and i-Ready), instructional walkthroughs, and SPSA-aligned monitoring systems. Based on this analysis, the LEA determined that actions were partially effective in making progress toward the goal, with stronger outcomes observed in English Language Arts (ELA) compared to Mathematics.
Districtwide data, including i-Ready Middle-of-Year results, indicate continued improvement in ELA, with students demonstrating stronger progress toward annual typical growth (aligned to Metrics 1.1–1.2). In contrast, mathematics outcomes remain an area of need (Metrics 1.2–1.4), with performance relatively flat and a significant proportion of students continuing to perform below grade level. These trends suggest that while core instructional practices and interventions are yielding positive results in literacy, they are not yet producing the same level of impact in mathematics.
A key indicator of effectiveness has been the strengthening of instructional practices and student engagement (Metrics 1.5–1.6). Through job-embedded coaching and professional learning, including the implementation of "Thinking Classrooms," classroom observations confirm a shift toward student-centered, discourse-rich environments. These changes reflect increased educator capacity to facilitate student agency and rigorous learning experiences.
The implementation of targeted supports, including intervention services aligned to Actions 1.3, 1.7, and 1.9, has contributed to improved growth among students performing below grade level (Metrics 1.7–1.9), indicating that intervention systems are having a positive effect. However, data show that growth is not consistently translating into movement to grade-level proficiency, particularly for English Learners and Students with Disabilities (Metrics 1.10–1.12), whose proficiency rates remain below 10%.

Professional learning efforts under Action 1.4, including the expansion of collaborative structures through Solution Tree (CAPS), have strengthened teacher collaboration, data analysis, and instructional planning. While these structures are improving instructional coherence, their full impact on student outcomes will require continued implementation over time.
The LEA also demonstrated effectiveness in expanding college and career readiness opportunities (Metrics 1.13–1.15), including Advanced Placement (AP), International Baccalaureate (IB), AVID WICOR strategies, and Career Technical Education (CTE) pathways, contributing to a 3% increase in students meeting College and Career readiness indicators and increased participation in pathway programs.
At the elementary level, actions supporting foundational literacy and early identification were effective.(Metric 1.16) The implementation of the mClass/Amplify system strengthened early detection of reading needs and enabled more targeted Tier 1 instruction, particularly for English Learners.
Additionally, the implementation of the Panorama Education MTSS Dashboard under Action 1.11 has improved the District's ability to monitor student progress, identify needs earlier, and coordinate supports across sites (Metrics 1.16–1.18). As a newer system, its effectiveness is emerging and is expected to strengthen over time as staff continue to build capacity in its use.
Despite these areas of progress, effectiveness remains inconsistent across schools and student groups. Performance gaps persist for English Learners, Students with Disabilities, and other unduplicated pupils, particularly in Mathematics and, to a lesser extent, ELA. Access to rigorous coursework also remains uneven, indicating a continued need to strengthen equitable access and remove barriers to participation.

Conclusion
Overall, the LEA determined that Goal 1 actions have been effective in strengthening instructional systems, educator capacity, and access to supports, but only partially effective in accelerating student outcomes to grade-level proficiency for all students.
The actions are demonstrating positive impact in targeted areas, particularly in literacy, intervention systems, and college and career readiness pathways. However, continued focus is needed to strengthen Tier 1 instruction, improve alignment between core instruction and intervention, and deepen data-driven practices to ensure consistent and accelerated outcomes, particularly in Mathematics and for unduplicated student groups

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

Based on analysis of implementation and student outcome data from the 2025–26 cycle, the LEA made targeted refinements to Goal 1 for the 2026–27 school year to strengthen alignment, coherence, and impact. These changes reflect a strategic shift from system development toward focused implementation, acceleration, and improved student outcomes, particularly for English Learners, Students with Disabilities, and other unduplicated student groups.
Based on a review of implementation and student outcome data, the District has made targeted refinements to strengthen the effectiveness of Goal 1, while maintaining the overall structure of the goal, metrics, and actions. No substantive changes were made to the goal, metrics, or actions themselves. Instead, adjustments focus on enhancing the depth and coherence of implementation.
Refinements to Metrics and Measurement Systems
The LEA refined multiple metrics to improve clarity, transparency, and alignment with current assessment systems. Updates included aligning terminology to current state assessments (CAASPP), expanding baseline and outcome data, and incorporating additional subgroup indicators to better reflect the performance of English Learners and socioeconomically disadvantaged students.

A key refinement includes the revision of Metric 1.5 to better measure student ownership, shifting from compliance-based indicators to levels of student engagement (“Doing,” “Understanding,” and “Owning”), reinforcing the District’s emphasis on student agency.
Refinements to Actions and Service Delivery
While actions remained structurally consistent, the LEA strengthened implementation through:
Expanded targeted intervention and acceleration supports for identified student groups, particularly under Actions 1.3, 1.7, and 1.9
Strengthened professional learning community practices, including deeper data analysis and instructional planning through Solution Tree (CAPS)
Continued implementation of a unified MTSS data system, improving progress monitoring and early identification of student needs
Additionally, English Learner supports were streamlined into a more coherent professional learning framework to improve consistency and effectiveness, and a primary language assessment approach was introduced to better differentiate student needs.
Strengthening Instructional Focus and Outcomes
In response to outcome data, the District will place increased emphasis on mathematics instruction and foundational skill development, particularly in early grades and middle school, where progress has been slower compared to English Language Arts.
The LEA will also intensify efforts to improve outcomes for English Learners and Students with Disabilities, including strengthening access to grade-level content through integrated instructional strategies, aligned supports, and more consistent use of data to inform instruction.
Enhancements to Systems and Coherence
To improve systemwide alignment and effectiveness, the LEA will:
Continue expanding the use of the Panorama Education platform to strengthen data integration and real-time decision-making
Improve alignment between Tier 1 instruction, targeted intervention, and progress monitoring systems
Strengthen consistency of implementation across school sites through clearer expectations, professional learning, and monitoring structures
Expansion of Academic Pathways and Opportunities
Action 1.23 - changed to non-contributing
The LEA will continue to expand access to college and career readiness opportunities, including new and enhanced CTE pathways, strengthened alignment of K–12 career exploration, and expanded enrichment opportunities such as VAPA and engineering pathways.
In order to better identify the academic improvements of subgroups, we have added advanced placement pass rate percentages as a component of metric 1.7
Conclusion
These refinements are designed to ensure stronger alignment between instructional practices, intervention systems, and data-informed decision-making, while maintaining the integrity of the original Goal 1 structure. Collectively, these changes position the LEA to accelerate progress toward grade-level proficiency and improve outcomes for all students, particularly unduplicated student groups.
action

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 Curriculum & Instruction, through the Multilingual Support Team, will implement a systemic professional learning framework designed to accelerate English Language Development (ELD) and ensure equitable access to grade-level content mastery. Central to this action is the deployment of a standardized instructional observation protocol that allows administrators and TOSAs to identify site-specific professional development needs in real-time. This protocol will calibrate high-leverage ELD best practices and academic language strategies across all content areas, moving the district toward increased consistency in Tier 1 linguistic scaffolding. By focusing on instructional calibration, the district aims to improve student performance on the English Learner Progress Indicator (ELPI) by moving more students toward the "Well Developed" level and ensuring annual upward movement in proficiency. To specifically address the needs of Long Term English Learners (LTELs) and those identified as "At-Risk," each school site will maintain a Dynamic Success Profile. This consolidated data system will integrate ELA and Math achievement data with ELPI growth trajectories, allowing administrators, TOSAs, and teachers to collaborate on targeted instructional interventions.Specific focus on foundational literacy and numeracy for Foster Youth, Homeless, and SWD at schools identified with Red performance This move from static tracking to active data-driven monitoring ensures that LTELs receive timely, individualized support to overcome academic stagnation. Furthermore, the district will extend support to Redesignated Fluent English Proficient (RFEP) students by providing teachers with strategies for continued linguistic expansion. This ensures that redesignated students maintain their academic trajectory and continue to master the complex disciplinary literacy required for long-term success in all subject areas. Emphasis placed at Richland High, in "ALL" student groups that received Red on the California Dashboard English Learner Progress Indicator	$1,119,103.00	Yes
1.2	EL Academic Support Services	The Office of Accountability will enhance the role of the Language Assessment Center to move beyond state-mandated testing into Instructional Data Support. Assessment Clerks will transition from basic proctoring to the creation of Individualized Student Language Profiles. These profiles will be used by Instructional Specialists to facilitate 'Data	$3,155,546.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Chats' with classroom teachers, allowing for the design of targeted small-group interventions specifically for ELs at risk of stagnation. This supplemental oversight ensures that ELPAC data is translated directly into classroom practice to accelerate reclassification.		
1.3	EL and Academic Language Supplemental Resources	The Office of Curriculum & Instruction will provide supplemental services and resources—including specialized software, technology, and staffing—principally directed toward improving the academic language achievement of economically disadvantaged students and all profiles of English Learners, including Newcomers, Long-Term English Learners (LTEL), and students redesignated as Fluent English Proficient (RFEP). A critical emphasis will be placed on Prospect, Sycamore, Fairhaven, and Cambridge to directly address their current Red status on the California School Dashboard English Learner Progress Indicator (ELPI).. This action bridges the gap between assessment and instruction by utilizing Assessment Clerks for rapid data dissemination and Instructional Specialists to provide site-based coaching in Project GLAD and research-based scaffolding. By translating ELPAC and CAASPP data into targeted classroom strategies and supplemental technological interventions, the department aims to eliminate the "vocabulary gap" and accelerate reclassification rates, ensuring that these high-priority sites move toward Yellow and Green performance levels.	$80,000.00	Yes
1.4	Professional Development and Support for Core Subjects	The Office of Curriculum & Instruction 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 re-designated as Fluent English Proficient, low socio-economic and foster youth students. Emphasis placed on Foster Youth as a student group in OUSD that received Red on the California Dashboard in ELA:	$573,381.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Emphasis on the following student groups in various schools that received Red in ELA on the California Dashboard: Students With Disabilities at: Canyon High School, Cerro Villa, Esplanade, Imperial, Portola, Prospect, Sycamore,Taft,and Villa Park High Olive, Palmyra, Emphasis on the following student groups in various schools that received Red in ELA on the California Dashboard: English Learners at: Orange High School, Yorba, Cambridge, Cerro Villa, Portola, Villa Park High, Emphasis on the following student groups in various schools that received Red in ELA on the California Dashboard: Hispanics at Portola Emphasis placed on Socioeconomically Disadvantaged Students at Orange High that received Red in ELA on the California 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.	$674,396.00	Yes
1.6	Elementary Support	LREBG Action Current iReady diagnostic data for grades K–2 reveals a critical need for intensified foundational literacy support. Analysis of the most recent scores indicates that a significant percentage of students in our earliest grades are performing below grade-level expectations in key domains, particularly phonological awareness and phonics. This learning disruption is most pronounced among our unduplicated student populations—including English Learners, foster youth, and low-income students. These student groups require targeted, small-group interventions to close the achievement gap before entering the upper elementary years, where the curriculum shifts from "learning to read" to "reading to learn."To address this challenge, the Elementary Education Department is committed to	$8,264,786.00	Yes

Action #	Title	Description	Total Funds	Contributing
		sustaining and expanding early literacy programs that help our youngest, most vulnerable learners build a strong academic foundation. Educational research by John Hattie strongly validates this approach, demonstrating that specialized intervention utilizing a Response to Intervention (RTI) model yields an exceptional effect size of $d = 1.29$. In Hattie's framework, any effect size greater than $d = 0.40$ exceeds typical yearly growth, making an effect of 1.29 highly effective and capable of fundamentally accelerating student progress.This data and research provide significant justification for the district's strategic allocation of Learning Recovery Emergency Block Grant (LREBG) funds. Specifically, the district will utilize these funds to deploy specialized literacy teachers who will deliver systematic, explicit, and differentiated instruction in small-group settings, thereby maximizing the impact of instructional minutes for our targeted populations. Furthermore, this comprehensive action includes funding instructional assistants across all elementary sites and hiring additional classroom teachers to reduce the number of combination classrooms at highly impacted campuses. Together, these evidence-based academic recovery services will directly mitigate learning disruptions and ensure equitable literacy outcomes. $4,848,460 listed in Other State Funds is LREBG funding. Metric: 1.1, 1.13		
1.7	Mathmatics Support Services	The Office of Curriculum & Instruction 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. New K-8 math curriculum will be implemented and a high school math adoption committee will meet and review programs for possible adoption. 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	$349,319.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Emphasis placed on Foster Youth as a student group in OUSD that received Red on the California Dashboard in Math Emphasis on the following student groups in various schools that received Red in Math on the California Dashboard in the "ALL" student group: Orange High School, Portola, Richland Emphasis on the following student groups in various schools that received Red in Math on the California Dashboard: Students With Disabilities at: Canyon High School, Cerro Villa, Fairhaven, Imperial, LaVeta, Portola, Prospect Emphasis on the following student groups in various schools that received Red in Math on the California Dashboard: Socioeconimically Disadvantged : Orange High School, Portola, Richland Emphasis on the following student groups in various schools that received Red in Math on the California Dashboard: Hispanics at Richland, Portola and Orange High School Emphasis on the following student groups in various schools that received Red in Math on the California Dashboard: English Learners at Cerro Villa Middle, Portola, and Villa Park High Emphasis on the following student groups in various schools that received Red in Math on the California Dashboard: White Students at OUSD EDGE Virtual Academy		
1.8	Career Technical Education	The Office of Curriculum & Instruction 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	$5,125,696.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.9	College and Career Readiness	The Office of Curriculum & Instruction 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. Emphasis will be placed on students with diabilities at Orange High School as they were Red on the 2023 California College/Career Indicator	$315,615.00	Yes
1.10		Implement universal screening for Gifted and Talented Education (GATE) identification in Grade 3 to promote equitable access and ensure all students have the opportunity to be considered for advanced learning services. In addition, maintain a parent referral process that allows families to request screening for students in Grades 2, 4, and 5 to ensure multiple pathways for identification.	$53,125.00	No
1.11	Multi-Tiered System of Support (MTSS)	The Assessment Department will collaborate with district departments and school sites to implement a comprehensive Multi-Tiered System of Support (MTSS) Dashboard that includes universal screening, progress monitoring, and evidence-based academic, behavioral, and social-emotional supports.	$326,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Through this system, the district will ensure all students—particularly English learners, socioeconomically disadvantaged students, and foster youth—receive differentiated instruction and targeted interventions to meet state academic standards and support overall student well-being. The district will also provide resources to support elementary Collaborative Academic Support Team (CAST) meetings to monitor student progress, coordinate interventions, and promote timely, student-centered supports.		
1.12	Science Center	The Office of Curriculum & Instruction 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 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.	$190,980.00	Yes
1.13	Primary Language	Based on an ongoing analysis of literacy outcomes, the Office of Accountability is introducing Action 1.13 to address a historical gap in the district's ability to differentiate between English language acquisition and foundational reading difficulties. While the California Education Code requires the assessment of an English Learner's primary language proficiency, the district has previously lacked the centralized resources and specialized staffing to conduct deep-dive literacy diagnostics in a student's native tongue. By utilizing the new mCLASS primary language protocol, Language Assessment Clerks will now provide a supplemental layer of diagnostic testing for English Learners who have received less than one year of English instruction. This targeted action allows the district to move beyond basic compliance and into a sophisticated, data-driven model that identifies whether a student requires traditional ELD support or specialized literacy intervention, ensuring that "Orange" and "Red" dashboard performance is addressed with the correct instructional tool. This strategic shift is principally directed toward accelerating reclassification and long-term academic success by honoring the linguistic assets of our multilingual learners. Research consistently demonstrates	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		that strong literacy skills in a student's primary language serve as a critical bridge to English proficiency; however, the district has historically been unable to direct the necessary time and personnel to fully capture this data. By formalizing this process in the 2026/27 LCAP, the district is laying the groundwork for a more robust dual-language framework. In the coming years, this primary language data will be used not only for intervention but to identify and transition eligible students into Dual Language Immersion (DLI) programs. This ensures that a student's first language is viewed as a cognitive resource rather than a barrier, directly supporting the district's goal of closing the achievement gap at high-priority sites and moving students toward the "Bridging" level of language acquisition.		
1.14	Foster Youth Support	Student & Community Services provides school materials, including school supplies, backpacks, and all necessary classroom materials, to Foster Youth who are also McKinney-Vento students . All Foster Youth students that are also 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.	$18,507.00	No
1.15	Assessment Support	The Assessment Department advances student achievement by implementing state and local assessment systems that monitor progress and inform targeted supports for students with the greatest needs, including English learners, foster youth, and low-income students. In 2025–26, all K–2 students will continue participating in local assessments and will also be administered the reading risk screener required under Ed Code 53008 to support early identification of students at risk for reading difficulties.	$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	$4,581,990.00	Yes

Action #	Title	Description	Total Funds	Contributing
		targeted approach helps close educational gaps, fosters a supportive learning environment, and promotes academic success by addressing specific challenges faced by these students.		
1.17	Visual and Performing Arts (VAPA)	The Office of Curriculum & Instruction 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.	$8,102,336.00	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.	$1,486,598.00	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.	$428,004.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 teacher support, the IS team provides on-demand coaching for school teams, as part of the Exemplary Educator Initiative.	$295,237.00	No
1.21	Innovative Learning-Educational Technology	Technology Instruction and Innovation Labs - The Office of Educational Technology partnered through a grant with Verizon to build Innovation Labs at two of our middle schools with a high number of low-income students. Two coaches provide support with 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 with 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. Professional development for teachers and classroom demonstrations will be provided. 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 focus on providing AI Resources, Software, and best practices for Staff and Students.	$45,724.00	No

Action #	Title	Description	Total Funds	Contributing
1.22	Student Achievement Data Analysis, Progress Monitoring Software, Student Achievement Committee, and Student Achievement Professional Learning	The Assessment Department will expand and support innovative programs, data analysis tools, and monitoring systems to improve student outcomes. These efforts will strengthen the district's ability to analyze student performance, monitor progress, and implement targeted supports to address the needs of student groups with the greatest needs, including English learners, foster youth, and low-income students.	$177,500.00	Yes
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.	$170,860.00	No
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.	$0.00	No
1.25	Assessment and Ed. Tech Support	The Assessment Department 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.The Assessment Department and Educational Technology team will support districtwide student achievement by providing personnel, resources, and technical expertise to enhance instructional practices and the effective use of educational technology. These efforts will focus on improving outcomes for English learners, foster	$1,277,167.00	Yes

Action #	Title	Description	Total Funds	Contributing
		youth, and low-income students by ensuring targeted support, data-informed instruction, and equitable access to digital learning tools.		

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.

Through analysis of state and local data, Orange Unified School District (OUSD) has identified the need to strengthen systems that support student engagement, attendance, and school climate. In alignment with State Priority 5 (Pupil Engagement), State Priority 6 (School Climate), and State Priority 3 (Parent Involvement), district data indicates that chronic absenteeism, while improving from 14.4% in 2023–24 to 12.2% in 2025–26, remains an area of focus, particularly for student groups such as Foster Youth, whose rates remain disproportionately high at 35.5% (Red status).

Student perception data further supports this need. While approximately 76% of students report feeling safe at school, survey results indicate continued opportunities to strengthen student voice, engagement, and connection to school. Additionally, educational partner feedback consistently identifies communication clarity and multilingual outreach as priority areas for improvement.
To address these needs, the District is strengthening a comprehensive system of supports grounded in the Multi-Tiered System of Supports (MTSS) framework, integrating attendance, behavior, and social-emotional supports to proactively identify and respond to student needs. This includes expanded counseling services, restorative practices, and site-based interventions to improve student engagement and sense of belonging.

In response to educational partner feedback, OUSD is also enhancing communication and family engagement systems through the adoption of a universal communication platform (ParentSquare), along with expanded multilingual outreach and the use of accessible formats such as infographics, videos, and podcasts to improve clarity, transparency, and engagement with families.
To monitor progress toward these outcomes, the District is utilizing multiple data sources, including chronic absenteeism rates, suspension rates, school climate survey results, and family engagement metrics, with goals to reduce chronic absenteeism to approximately 8%, maintain suspension rates at or below 0.3%, and increase student and family perception of safety and connection to at least 94% agreement on LCAP survey measures.

Additionally, the District is advancing Student Ownership of Learning by fostering inclusive and supportive school environments aligned to curriculum, instruction, assessment, and climate, ensuring students feel connected, engaged, and empowered in their learning experience.

Overall, this goal reflects a comprehensive and data-informed approach to improving student engagement and wellbeing by strengthening systems of support, enhancing communication and partnerships, and ensuring all students feel safe, connected, and supported to succeed.

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.	2025 CA Dashboard 97.2% Graduation Rate Increased 2.6% 24-25 EL Grad Rate 94.9% 24-25 SED Grad Rate 97.1% 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 4% EL-2.15% SED-2.21%
2.2	Dual Immersion participation: *approx 200 students per year	2023-24 School year: 1,115	2024-25 Schooly Year: 1,078	2025-26: 1,117	1,715-growth of approx 200 students per year	Dual Immersion Participation Increased +2
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% Foster Youth - 87.92%	2023-24 Overall - 93.98% overall attendance rate SED - 93.13% EL - 92.91% Foster Youth - 89.16%	2024-25 Overall - 94.31% SED-92.25% EL - 93.26% Foster Youth - 88.22%	*1%x3 Overall - 95.98% overall attendance rate SED - 94.99% EL - 94.64% Foster Youth - 90.92%	Overall: +1.33% overall attendance rate SED: +.26% EL: +1.62% Foster Youth: +.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)	2025-26 Overall - 12.2% chronically absent (Yellow) SED - 16.1% (Yellow) EL - 15% (Yellow) Foster Youth - 35.5% (Red)	Declined 3% x3 Overall - 11.8% overall attendance rate SED - 17.9% EL - 16.4% Foster Youth - 25%	Overall: Declined 8.4% SED: Declined 10.8% EL: Declined 10.4% Foster Youth: Increased 1.5%
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%	2024-25 Overall - 2.8% High School Cohort Dropout Rate SED - 2.9% EL -5.1% Foster Youth - 3.7%	*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 2.3% SED: Declined 2.8% EL: Declined 6.7% Foster Youth: Declined 15.1%
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%	2024-25 Overall - 0.0% 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 0.0% SED: Declined 0.07% EL: 0% Foster Youth: 0%
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)	2025 CA Dashboard 97.2% Graduation Rate Increased 2.6% EL Grad Rate 94.9%%	1%x3 Overall - 96.2% overall Graduation Rate SED - 95.7% EL - 90% Foster Youth - 84.3%	Overall: Increase 4% SED: Increase 4.4% EL: Increase 7.9% Foster Youth: Increase 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth - 89.3% (Green)	SED Grad Rate 97.1% Foster Youth - 96.3%		
2.8	% suspension rate: *0.3% per year	2022-23 CA Dashboard: 2.4% Suspension Rate	2024 CA Dashboard 1.5% Suspension Rate	2025 CA Dashboard 1% Suspension Rate	0.3% x3 2025-26 CA Dashboard: 1.5% (Green)	% Suspension Rate: -1.4%
2.9	% expulsion rate: *remain 0.008%	2022-23 .008% Expulsion Rate	2023-24 .02% Expulsion Rate	2024-25 0% Expulsion Rate	.008% Expulsion Rate	% expulsion Rate: -.008%
2.10	LCAP Survey - I Feel Safe at School; My Child is Safe at School: *Per Year Overall/EL/SED/Foster Parents: +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 subgroups will serve as the baseline.	2024-25 LCAP Survey 90% of parents Strongly Agree/Agree 66% of secondary Strongly Agree/Agree 76% of elementary Strongly Agree/Agree EL 91% of parents Strongly Agree/Agree 62% of secondary Strongly Agree/Agree 79% of elementary Strongly Agree/Agree SED	2025-26 LCAP Survey 92% of parents Strongly Agree/Agree 71% of secondary Strongly Agree/Agree 79% of elementary Strongly Agree/Agree EL 94% of parents Strongly Agree/Agree 75% of secondary Strongly Agree/Agree 80% of elementary Strongly Agree/Agree SED	Overall 94% of parents Strongly Agree/Agree 76% of secondary Strongly Agree/Agree 85% of elementary Strongly Agree/Agree EL 93% of parents Strongly Agree/Agree 72% of secondary Strongly Agree/Agree 83% of elementary Strongly Agree/Agree SED	Overall -1% parents Strongly Agree/Agree +10% secondary Strongly Agree/Agree 0% elementary Strongly Agree/Agree EL (No Data 23-24) +3% of parents Strongly Agree/Agree +13% of secondary Strongly Agree/Agree +1% of elementary Strongly Agree/Agree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 78% of elementary Strongly Agree/Agree Foster 84% of parents Strongly Agree/Agree 61% of secondary Strongly Agree/Agree 92% of elementary Strongly Agree/Agree	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	SED (No Data 23-24) +1% of parents Strongly Agree/Agree +7% of secondary Strongly Agree/Agree +/-0% of elementary Strongly Agree/Agree Foster (No Data 23-24) +4% of parents Strongly Agree/Agree -9% of secondary Strongly Agree/Agree +5% of elementary Strongly Agree/Agree
2.11	# of students participating in Expanded Learning Sites in OUSD (CARES, ELOP, ASES) *1% growth annually	2023-24 7,900 students	2024-25 11,141 students participated in OUSD	2025-2026 11,141 students participated in OUSD	8,137 students (3% growth)	3,241 students
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	2025-2026 Fall 2025 total of Students 449 Soccer: 203 Flag Football : 143 Volleyball: 103	*Our goal is to increase participation to 2,029 by 2026-27	1,130 Participants

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			There will be several more student athletes in the upcoming Winter & Spring seasons of sports.	End of Year 2025-26		
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	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 [2025-26]

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

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

During the 2025–26 school year, the LEA implemented Goal 2 through a data-driven strategy focused on strengthening student engagement, attendance, and school climate. Implementation was grounded in a Multi-Tiered System of Supports (MTSS) framework that integrated academic, behavioral, and social-emotional interventions to proactively address student needs. A central focus was the “Student Ownership of Learning” initiative, which aimed to foster inclusive environments where students feel connected, engaged, and empowered in their learning.

The LEA maintained a strong focus on unduplicated student groups—English Learners, low-income students, and Foster Youth—ensuring that services addressed barriers to engagement and access. Implementation included student-centered instructional environments (Action 2.1), expanded learning opportunities (Action 2.2), attendance and engagement strategies (Action 2.3), and integrated health, wellness, and

intervention supports (Actions 2.4–2.7), aligned to Metrics 2.1–2.13, including graduation, attendance, chronic absenteeism, school climate, and student participation.
A key strength of implementation was the increased coherence of services through MTSS, including real-time monitoring of attendance, behavior, and engagement. The LEA strengthened coordination across Student & Community Services, Expanded Learning, and instructional programs, as well as partnerships with community agencies to provide Tier 2 and Tier 3 supports. Expanded learning programs, including afterschool and summer offerings, served over 11,000 students and contributed to increased engagement and connectedness. Additionally, the LEA strengthened health and wellness supports by maintaining a full nursing team and expanding mental health services through partnerships with community agencies, providing counseling, behavioral interventions, and targeted support programs. Instructional supports were enhanced through Teachers on Special Assignment (TOSAs), with specialized roles focused on equity, access, and inclusive practices to support unduplicated student groups.

Substantive Differences Between Planned and Actual Implementation
While implementation largely aligned with planned actions, several refinements were made to improve responsiveness and effectiveness:
Metric Adjustment:
Metric 2.13 related to vision and hearing screenings was discontinued for the 2025–26 cycle due to data collection limitations.
Centralization of Attendance Systems:
The LEA enhanced attendance tracking systems to support earlier identification of chronic absenteeism and more coordinated interventions.
Expansion of Mental Health Supports:
Partnerships with community agencies were expanded beyond initial plans to address increased demand, resulting in a more comprehensive Tier 2 and Tier 3 support system.
Refinement of Instructional Support Roles:
TOSA roles were further specialized to focus on equity, access, and inclusive instructional practices.
Communication System Transition:
The LEA transitioned to a unified communication platform to improve family engagement and accessibility, responding to educational partner feedback.
Athletics and Engagement Adjustments:
While intramural programs remained a priority, participation in some secondary sports declined, prompting adjustments to recruitment and engagement strategies.
These refinements reflect adjustments to strengthen system coherence and responsiveness rather than changes to the overall intent of the actions.

Successes
Key successes included:
Improved Attendance and Reduced Chronic Absenteeism:
Attendance increased to 94.31%, and chronic absenteeism declined from 14.4% to 12.2%, with gains among English Learners and low-income students.
High Graduation and Reduced Dropout Rates:
Graduation rates reached 97.2%, with reductions in overall dropout rates and significant improvement for Foster Youth.
Expanded Learning and Engagement:
Participation in expanded learning programs increased to over 11,000 students, supporting academic and social-emotional development.

Positive School Climate:
High levels of safety were reported by parents (92%) and elementary students (85%), indicating strong foundational conditions for learning.
Increased System Coherence:
Improved alignment of MTSS systems and coordination across departments strengthened the District's ability to support student engagement and well-being.

Challenges
Despite overall progress, several challenges remain:
Chronic Absenteeism for Foster Youth:
Chronic absenteeism increased to 35.5% for Foster Youth, indicating a need for more intensive, targeted interventions.
Secondary Student Engagement:
Only 71% of secondary students reported feeling safe, highlighting a need to strengthen connectedness, belonging, and student voice.
Variability in Participation:
Participation in expanded learning and athletics was inconsistent across sites and below targets in some areas.
Screening Gaps:
Vision and hearing screening rates, while high, did not meet the 100% target, indicating a need for improved follow-up systems.
Capacity for Tiered Supports:
Increased demand for Tier 2 and Tier 3 services created challenges in maintaining consistent and timely support across sites.

Conclusion
Overall, implementation of Goal 2 reflects a coherent, data-driven system focused on improving student engagement, attendance, and school climate. The LEA successfully expanded access to supports, strengthened coordination across services, and improved key indicators such as attendance and graduation rates.
While continued work is needed to address disparities for targeted student groups and strengthen consistency across sites, the District has established a strong foundation to sustain and accelerate improvements in student engagement and overall conditions for learning.

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 LEA reviewed budgeted and estimated actual expenditures for Goal 2 and determined that material differences were the result of strategic, data-driven adjustments to improve alignment, efficiency, and responsiveness to student needs, rather than a reduction in services. Overall, expenditures reflect an increase in the scale and coordination of services to support student engagement, attendance, and school climate outcomes.
Areas of Increased Expenditure
Material differences were primarily driven by the following actions:
Action 2.2 – Expanded Learning (approximately 171–172% of budget):
Expenditures exceeded projections due to a significant increase in student participation, with enrollment reaching 11,141 students—an increase of 3,241 over baseline. Additional staffing, supervision, and social-emotional supports were required to maintain safe and effective programming.

Action 2.3 – Attendance Initiatives
Increased expenditures were driven by the centralization of attendance tracking systems and intensified outreach efforts. The LEA implemented a more coordinated approach to identifying and addressing chronic absenteeism earlier.
Action 2.4 – Health, Wellness, and Student Support Services
Overspending reflects expanded coordination of health, mental health, and behavioral supports, including increased staffing and integration of services to address student needs more comprehensively.
Areas of Decreased Expenditure
Action 2.5 – Intramural Sports and Athletics:
This action reflected an underspend due to cost efficiencies in program implementation. While access to participation was maintained, actual costs were lower than projected. However, participation levels were below target, with approximately 1,130 fewer students than anticipated.

Key Drivers of Material Differences
Differences between budgeted and actual expenditures were primarily driven by:
Increased centralization of attendance and intervention systems (Metrics 2.3–2.4)
Expanded coordination of health, wellness, and intervention services (Metrics 2.8–2.10)
Variability in student participation in expanded learning programs (Metric 2.11)
Increased reliance on existing personnel and community partnerships to deliver services more efficiently
These adjustments reflect improved coordination and alignment of services to support student engagement, attendance, and school climate outcomes.

Explanation of Differences in Improved Services
There were no material differences that negatively impacted the planned percentage of improved services. Across all actions, the LEA maintained or increased services for unduplicated pupils.
Services provided included:
Attendance outreach and early intervention supports (Metrics 2.3–2.4)
Health, wellness, and behavioral supports (Metrics 2.8–2.9)
Student engagement and enrichment opportunities (Metrics 2.10–2.12)
In several areas, services were expanded beyond original projections, particularly in expanded learning and attendance interventions. These increases contributed to improved overall attendance rates, reduced chronic absenteeism, and strengthened student engagement.
However, some variation in outcomes was observed. For example, despite increased investment, chronic absenteeism for Foster Youth remained high, indicating the need for more intensive, wraparound supports. Additionally, lower-than-expected participation in intramural programs resulted in reduced impact in that area.

Conclusion
Overall, material differences in expenditures reflect the LEA’s responsive and strategic allocation of resources to meet evolving student needs. Increased investments in expanded learning, attendance systems, and health and wellness supports enhanced both the quality and coordination of services.
These findings demonstrate that fiscal adjustments under Goal 2 strengthened alignment across systems and maintained a consistent focus on improving engagement, attendance, and school climate, without reducing services for unduplicated pupils.

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

The LEA evaluated the effectiveness of Goal 2 actions using California School Dashboard indicators, local data, and survey results aligned to Metrics 2.1–2.13. Based on this analysis, the LEA determined that actions were generally effective in improving conditions for learning, student engagement, and school climate, though effectiveness was uneven across student groups and specific outcomes.

Evidence of Effectiveness

A key area of effectiveness was the improvement of student engagement, attendance, and overall conditions for learning. Attendance increased to 94.31%, and chronic absenteeism declined from 14.4% to 12.2%, reflecting the impact of strengthened attendance systems and early intervention strategies (Metrics 2.3–2.4). Graduation rates remained high at 97.2%, with continued progress toward targets, and dropout rates declined overall, including notable improvement for Foster Youth (Metrics 2.1, 2.5–2.6).

Actions were also effective in maintaining safe and supportive school environments. Suspension and expulsion rates remained low (Metrics 2.8–2.9), and survey data indicated strong perceptions of safety and connectedness, particularly among elementary students and families (Metric 2.10). These outcomes reflect the effectiveness of integrated health, wellness, and behavioral supports, including expanded access to nursing services and mental health partnerships.

Expanded learning opportunities were another area of strong effectiveness. Participation in afterschool, summer, and enrichment programs increased significantly, with over 11,000 students served (Metrics 2.11–2.12). These programs contributed to improved student engagement, sense of belonging, and access to structured learning environments beyond the school day.

The LEA also demonstrated effectiveness in strengthening system coherence and service coordination. The centralization of attendance monitoring, integration of MTSS systems, and expansion of community partnerships improved the District's ability to identify and respond to student needs proactively. Additionally, the implementation of a unified communication platform improved family engagement and access to information, particularly for English Learner families.

Areas of Partial Effectiveness and Continued Need

Despite these strengths, data indicate that effectiveness was inconsistent across student groups and specific metrics.

Chronic Absenteeism for Foster Youth:

While overall absenteeism improved, rates for Foster Youth increased to 35.5%, indicating that current strategies are not yet sufficient to address the needs of highly mobile and high-risk student populations (Metric 2.4).

Participation and Engagement Variability:

While expanded learning opportunities increased overall access, participation was uneven across sites and programs. In particular, intramural sports participation was lower than expected, reflecting capacity and recruitment challenges (Metric 2.11).

Secondary Student Connectedness:

Survey data indicate lower levels of perceived safety and belonging among secondary students compared to elementary students, highlighting a need to strengthen engagement and student voice at the middle and high school levels (Metric 2.10).

Consistency of Implementation:

Variability in the implementation of Tier 2 and Tier 3 supports, as well as co-teaching and intervention models, impacted the consistency of outcomes across sites.

These findings indicate that while systems and supports are in place, the intensity and consistency of implementation must be strengthened to produce more uniform outcomes.

Conclusion
Overall, the LEA determined that Goal 2 actions have been effective in improving conditions for learning, including student engagement, safety, and access to supports, and have contributed to measurable improvements in attendance and graduation outcomes.
However, actions are only partially effective in producing consistent outcomes across all student groups, particularly in addressing chronic absenteeism for Foster Youth and ensuring equitable participation and connectedness at the secondary level.
Continued focus is needed to strengthen the alignment and intensity of supports, improve consistency across sites, and ensure that engagement and attendance strategies translate into sustained improvements for all students.

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

Based on reflection of the 2025–26 implementation cycle, analysis of local data aligned to Metrics 2.1–2.13, and educational partner feedback, the LEA made targeted refinements to Goal 2 for the 2026–27 school year to strengthen alignment, coherence, and impact. No substantive changes were made to the overall goal, which remains focused on improving student engagement, attendance, and school climate. Instead, adjustments emphasize deepening implementation through more intentional, data-driven, and student-centered systems of support.
Refinements to Metrics and Target Outcomes
The LEA refined several metrics and target outcomes to better align with identified needs and improve measurement of impact:
Metric 2.10 (School Climate and Connectedness):
Refined to place greater emphasis on student ownership, including student voice, goal-setting, and sense of belonging, particularly at the secondary level, where survey results indicated lower levels of connectedness.
Metric 2.12 (Student Participation):
Adjusted to reflect a broader range of engagement opportunities, including more diverse “hook” activities to increase participation among students not currently engaged in traditional programs.
Metric 2.13 (Health Screenings):
Reinstated with refined targets to improve completion rates (targeting 95%) through more proactive follow-up systems supported by nursing staff.
Expanded Communication and Interpretation Metrics:
Updated to include both live interpretation and device-supported translation services to ensure equitable access for families.
Additionally, baseline data and targets across metrics were refined to improve clarity, transparency, and alignment with outcomes.

Refinements to Actions and Service Delivery
While the structure of actions remains consistent, the LEA strengthened implementation through the following key adjustments:
Strengthened Attendance Systems (Metrics 2.3–2.4):
Expansion of centralized attendance tracking and earlier intervention processes, including restructuring SART and SARB practices to focus on proactive, resource-based supports rather than compliance-based approaches.
Enhanced MTSS Integration (Metrics 2.8–2.10):

Increased alignment of behavioral, social-emotional, and attendance supports through a unified MTSS framework, utilizing real-time data to provide coordinated, wraparound services.
Expanded Student Engagement Opportunities (Metrics 2.10–2.12):
Increased access to enrichment, athletics, and expanded learning programs, with a focus on improving participation and connectedness across all student groups.
Increased Health and Wellness Supports (Metrics 2.8–2.9):
Continued expansion of mental health services, nursing support, and community partnerships to address barriers to engagement, including additional counseling pathways and early intervention supports.
Improved Communication Systems:
Full implementation and optimization of ParentSquare as a unified communication platform, including real-time attendance notifications and expanded translation support. Additional tools, such as handheld translation devices, will support immediate communication with families.
Action 2.1 - changed to non-contributing.
Strategic Focus Areas Based on Prior Practice
Reflections on prior implementation identified key areas for continued focus:
Chronic Absenteeism for Targeted Groups:
Increased emphasis on early identification and intervention, particularly for Foster Youth, through more intensive wraparound supports and community-based services.
Student Ownership and Engagement:
A shift toward deeper implementation of student ownership strategies to strengthen connectedness and engagement, particularly at the secondary level.
Consistency of Implementation:
Strengthening expectations, monitoring, and support to ensure more consistent implementation of MTSS, attendance interventions, and engagement strategies across all sites.
System Integration and Data Use:
Continued refinement of data systems to ensure timely, actionable use of information to inform decision-making and support student needs.
Conclusion
These refinements reflect a strategic shift from broad implementation toward targeted, high-impact practices that strengthen alignment between services and measurable outcomes. By refining metrics, enhancing system integration, and intensifying support for student engagement and attendance, the LEA is positioning Goal 2 to more effectively improve conditions for learning and accelerate outcomes for all students, particularly unduplicated student groups.

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	The Office of Curriculum & Instruction provides Teachers on Special Assignment (TOSA) to support teachers across the district through	$257,385.00	No

Action #	Title	Description	Total Funds	Contributing
	Centered Learning Environments	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.		
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 wellness, with an emphasis in strong student social emotional support and safety protocols.	$20,089,998.00	No
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 on the following student groups in various schools that received Red on the California Dashboard Chronic Absenteeism: English Learners at: Crescent, Palmyra Gate Magnet, Yorba, Portola, Sycamore and Prospect Emphasis on the following student groups in various schools that received Red on the California Dashboard Chronic Absenteeism:	$610,369.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Students With Disabilities at: Fletcher, Imperial, LaVeta, Lampson, Prospect, Sycamore, Villa Park Elementary, West Orange, Yorba and California Emphasis on the following student groups in various schools that received Red on the California Dashboard Chronic Absenteeism: Socioeconomically Disadvantaged Students: EDGE Virtual Academy, Prospect, Villa Park Elementary, Imperial and Portola Emphasis on the following student groups in various schools that received Red on the California Dashboard Chronic Absenteeism: White Students: EDGE Virtual Academy, Cerro Villa, La Veta, Palmyra, and California Emphasis on the following student groups in various schools that received Red on the California Dashboard Chronic Absenteeism: Hispanic Students: Imperial, EDGE Virtual Academy, Portola, Prospect, Villa Park Elementary, Yorba and OUSD Home School Emphasis on the following student groups in various schools that received Red on the California Dashboard Chronic Absenteeism: Mixed Race Students at: Linda Vista Emphasis placed on schools that were red in "ALL" student groups on the California Dashboard Chronic Absenteeism : Sycamore, Prospect, Portola, OUSD EDGE, Yorba , OUSD Home School,		
2.4	Student and Community Services Administrator	The Executive Director provides districtwide leadership for Student & Community Services, Health Services, Mental Health Services, Community Schools, and Safety & Security, overseeing child welfare, attendance, community engagement, and school connectedness. The role also leads and supports core district initiatives focused on student well-being, safety and security, student services, and regulatory compliance.	$404,150.00	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.	$0.00	No
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.	$2,014,661.00	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,foster youth, low-income, and English learner students.	$202,608.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Conditions & 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.

Through analysis of state and local data, Orange Unified School District (OUSD) has identified the need to strengthen systems that support safe, inclusive, and well-maintained learning environments, as well as meaningful family and community engagement. Student success is closely tied to conditions of learning, including school safety, connectedness, access to resources, and strong partnerships between schools and families.

Educational partner feedback and survey data indicate the importance of ensuring that students, staff, and families feel safe, supported, and connected to their school community. District LCAP survey participation continues to increase, with responses growing from approximately 12,993 to over 21,372 participants. The goal is to increase participation by approximately 5% annually to ensure broad representation of stakeholder voices.
Family and community engagement data further support this need. Participation in district advisory committees and engagement opportunities continues to expand, with targets to increase District Advisory Committee (DAC) participation to 44 attendees, increase educational partner engagement activities by approximately 5% annually, and expand family engagement workshop participation to 96 participants or more annually.
To support effective communication and engagement, the District is strengthening its communication systems, including increased use of school-to-home messaging platforms, which have expanded from over 406,000 messages to more than 2.2 million messages annually, with continued growth targets of approximately 1.5% per year.

School climate and connectedness data also indicate areas for continued growth. The District is working to increase student, staff, and parent perceptions of safety and connectedness, to increase climate survey ratings by approximately 0.33 points annually, while maintaining low suspension rates, with targets to reduce suspension rates to approximately 1.5% or lower (Green status).
To address these needs, OUSD is implementing a comprehensive system of supports that includes Positive Behavioral Interventions and Supports (PBIS), a Multi-Tiered System of Supports (MTSS), expanded counseling and mental health services, and ongoing investments in safe, clean, and well-maintained facilities. To ensure consistency and coherence across all sites, the District has also established a Behavior Committee to develop and provide districtwide guidelines that promote aligned, equitable, and restorative behavioral practices.

The District continues to prioritize access to standards-aligned instructional materials, fully credentialed teachers, and equitable access to technology, ensuring that 100% of students have access to instructional materials and devices to support learning.

In alignment with feedback from our educational partners, the District is strengthening family engagement and communication through expanded multilingual outreach, interpretation services, and increased opportunities for parent participation in decision-making processes, ensuring that all families have meaningful access and a voice.
Progress toward this goal will be monitored through multiple measures, including LCAP survey participation rates, family engagement metrics, school climate survey results, suspension rates, and access to instructional materials and services.

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%)	2025-26 Jan. The LCAP Survey Comparison for Orange Unified School District shows significant growth across all respondent categories from 2024-25 to 2025-26.Total: 21,627	14,942 responses: Total 15% (increase of approx 5% each year)	Total 8,634 more responses =87% (+77% from the annual goal 5% for 2 years)
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	2025-26 An average of 24 attendees	44 attendees (double to participation to include one rep per school site)	2 more DAC attendees
3.3	Number of LCAP Educational Partner responses districtwide: *5% gain per year	2023-24: 1,100 responses district-wide	2024-25 8,376 responses district-wide	2025-26 8,352 responses district-wide	3,820 participants (increase of approx 5% each year from the baseline)	+4,532 more

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: An average number of 75 parents attend DELAC meetings	2024-25 An average of 38 participants in the district level parent/family engagement workshops 2024-25 An average number of 75 parents attend DELAC meetings	2025-26 An average of 38 participants in the district level parent/family engagement workshops 2025-26 An average number of 55 parents attend DELAC meetings	96 participants (double the baseline) in district level parent/family engagement workshops 100 parents participating in DELAC meetings	participants in the district level parent/family engagement workshops-decrease 10 average number of DELAC attendance-decrease 20
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.	2025-26 2,024,135 School Messenger messages have been sent out the families from sites and/or the district. 201, 398 Parent Square messages have been sent out to the families from sites and/or the district. A total of 2,225,533 messages were sent.	425,000 (about 4.5% in three years) messages (survey indicates communication is a strength)	1,819,184 more messages have been sent out to families from sites and/or the district.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				The district started a pilot of Parent Square this year as a new communication platform so both platforms were used. Next year, Parent Square will be used instead of School Messenger.		
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	2025-26 Jan. 8,151 parents took the LCAP survey	4,313 parents taking the survey & 10% gain in three years (3% gain annually) *Parent focus groups eliminated from metric in 2024/25	4,230 more responses & 48% 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)	2025-26 2,714 (20.5% increase)	*3+% increase per year and 10% in three years (1,872)	53% more than the goal 6% 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 district/school parent programs	2024-25 2,430 parents of EL students (300% increase) and 3,321 (73% increase) unduplicated students' parents participating in	2025-26 1,005 parents of EL student and 2,000 unduplicated students' parents participating in district/school parent programs	805 parents of EL students and 2,553 unduplicated students' parents participating in district/school parent programs	399 more parents of EL students (65.8% increase) and 82 more unduplicated students' parents participating in district/school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			district/school parent programs			parent programs (4.3% increase)
3.9	Local measure including surveys of students 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: Climate Survey: The mean score of School Connectedness & Engagement is 3.51. 2023/24: 90% of Parents reported that they Strongly Agree/Agree that their child feels safe in school 85% of Staff reported that they Strongly Agree/Agree that children feels safe in school 79% of Elementary students and 61% of Secondary students report they feel safe in school.	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.	2025-26 The mean score of School Connectedness & Engagement is 3.72. Elementary schools reported the highest mean score (3.99). High schools reported the lowest mean score (3.52). Middle schools reported a mean score of 3.76.	Climate Survey Aiming on the mean score of School Connectedness & Engagement: 4.5/5 in three years: 0.33 gain annually 90% of Parents reported that they Strongly Agree/Agree that their child feels safe in school 90% of Staff reported that they Strongly Agree/Agree that children feels safe in school 90% of students reported that they feel safe in school.	+0.21 increase on mean score of Connectedness & Engagement
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	2025-26 From August 2025-January 2026 there have been 74 trainings	30 professional development trainings	An increase in 49 individual or Group PD's for SPED Teachers.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	# of Foster Youth Mentors: *Maintain 5:1 ratio	2023-24: 27 Foster Youth mentors in secondary schools (equates to approximately 5:1 ratio of students to mentor)	2024-25 26 Foster & Youth Mentors in Secondary Schools (equates to approximately 5:1 ratio of students to mentor)	2025-26 31 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.	+4 Foster Youth mentors
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	2025-26 Nearpod Lesson 0 SEL Lessons Launched *Nearpod lessons shifted to in-person delivery from the counselor	Nearpod 216 lessons 6,000 students receiving SEL instruction	-108 more Nearpod lessons delivered -3239 more students *In 2025-26, Nearpod lessons shifted to in-person lessons delivered from the school counselor
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: 99.93% fully credentialed and 100% appropriately assigned teachers	2025-26 98% fully credentialed and 100% appropriately assigned teachers	100% fully credentialed and 100% appropriately assigned	+.3% Fully Credentialed and no change in Appropriately Assigned Staff (100%)
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	2025-26 100% 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	2025-26 300 hours of oral interpretation offered during district level meetings	532 hours (increase of 10% per year)	Decrease of 100 Hours offered During District Level Meetings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.	2025-26 100% 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	2024-25 79.41% of LCFF Supplemental funds spent by sites by the end of 2024-25	95% of funds spent by end of year	-12.78% - decrease 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	2024-25 92.64 % of LCFF Supplemental funds spent by departments by end of 2024-25	90% of funds spent by end of year	3.31% - Increase 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	2025-26 1,324 of interdistrict transfers out of OUSD	1,000 interdistrict transfer out of OUSD	# of Interdistrict Transfers going out of OUSD decreased by 169
3.20	Number of responses on Climate Survey: *Year 1: 2,422 results *Year 2: 2,543 results *Year 3: 2,670 results	2023-24 2,307 survey responses for the 2023/24 Climate Survey.	2024-25 Climate Survey: 2,669 valid student responses	2025-26 Climate Survey: 3,632 valid student responses	Year 1: 2,422 results Year 2: 2,543 results Year 3: 2,670 results	increased 1,325 responses
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%	2024-25 CA Dashboard 1% suspended at least one day Declined 0.4%	(0.3%) x3 2025-26 CA Dashboard: 1.5% (Green)	Declined 1.4% 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	2025-26 238 parents enrolled in the iPad Academy	200 parents enrolled in the iPad Academy	The # of Parents Enrolled in the iPad Academy increased: 118

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				This year, the District iPad Academy shifted to Community Schools hosting their own iPad Academies.		
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	2025-26 0 data breaches/incidences of security breaches	0 data breaches/incidences of security breaches	Maintained 0 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.	2025-26 (End of Year) Average of 243 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 154.

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, the LEA implemented Goal 3 with a strong focus on maintaining conditions for learning through effective fiscal oversight, safe environments, and comprehensive family engagement systems. Implementation emphasized ensuring that supplemental resources were principally directed toward supporting English Learners, low-income students, and Foster Youth, while strengthening alignment between district-level planning and site-level implementation.
In the 2025–2026 school year, Goal 3 was also implemented with a continued focus on strengthening family engagement, communication, and student access to resources, informed by both prior practices and expanded stakeholder input through LCAP Survey results and focus group feedback. Based on this input, the LEA enhanced implementation through the addition of targeted services aligned to Actions 3.8, 3.11, and 3.18. These enhancements included expanded hotspot access to address connectivity needs, translator devices to improve communication with multilingual families, parent education and cybersecurity training to support families in navigating digital tools, and the continued use of ThoughtExchange to gather ongoing stakeholder feedback. These additions reflect a responsive approach to implementation, ensuring services were aligned to clearly identified needs expressed by students, families, and staff.

Key actions included centralized fiscal oversight and site allocations (Action 3.1), categorical program support and student agency development (Action 3.2), targeted supports for Foster Youth and high-needs students (Actions 3.3–3.4), safe and secure school environments (Action 3.5), counseling and student support services (Action 3.6), and expanded family engagement and communication systems (Actions 3.11, 3.14, 3.15). Implementation was supported by a structured monitoring system that strengthened alignment between LCAP actions and SPSA implementation, ensuring consistency and accountability across sites. Moving forward, the district will maintain a continuous, targeted focus on our Foster Youth, ensuring these monitoring systems actively track and address their unique challenges. A critical priority within this continued effort is the active reduction of suspension rates to keep these vulnerable students engaged in supportive, uninterrupted learning environments.

A key strength of implementation was the development of a more coherent system connecting fiscal accountability, family engagement, and student supports. The LEA strengthened coordination across departments, including Student & Community Services, Educational Services, and site leadership, to ensure services were responsive to student and family needs. Communication systems were also enhanced through the transition to ParentSquare as a unified, two-way platform, improving accessibility and consistency of school-to-home communication. In addition, site-based supports were expanded to assist families in accessing digital tools and engaging with school systems.

Substantive Differences Between Planned and Actual Implementation
While implementation largely aligned with planned actions, several refinements were made to improve coherence and responsiveness:
Expanded Fiscal Monitoring and Alignment:
The LEA strengthened centralized fiscal monitoring systems and increased alignment between SPSA actions and LCAP services to improve transparency and site-level accountability.
Communication System Transition and Expansion:
The LEA transitioned to a unified communication platform and expanded communication tools, including translation supports and technology access, to better meet the needs of multilingual families.
Localization of Family Engagement Supports:
Family engagement efforts, including technology training and outreach, were increasingly implemented at the site level to better respond to specific community needs.
Enhancement of Access to Technology and Communication Tools:
Expanded access to hotspots, translation devices, and parent education supports improved access to information and engagement opportunities.
Enhancements to Safety and Infrastructure Systems:
The LEA expanded implementation of safety and access control systems to ensure consistent and secure environments across all sites.
These refinements reflect adjustments to improve system integration and service delivery rather than changes to the overall intent of the goal.

Successes
Key implementation successes included:
Strengthened alignment between fiscal oversight, site planning, and student-facing services
Expanded and more consistent communication systems for families
Increased participation in engagement opportunities and stakeholder feedback processes
Improved access to technology and communication supports for families

Maintenance of safe and supportive school environments
Continued expansion of student support services, including counseling and family engagement resources

Challenges
Despite strong implementation, several challenges were identified:
Ensuring consistent family engagement across all school sites
Addressing variability in participation among unduplicated student groups
Maintaining alignment between fiscal investments and implementation at the site level
Staffing and capacity constraints impacting consistency of service delivery
Supporting all families in effectively accessing and utilizing digital communication systems

Conclusion
Overall, implementation of Goal 3 reflects a strong and increasingly aligned system focused on supporting conditions for learning through fiscal accountability, family engagement, and student supports. The addition of targeted services based on stakeholder input further strengthened responsiveness and access. While continued work is needed to improve consistency and participation across all groups, the LEA has established a solid foundation to sustain and enhance system coherence and support for unduplicated pupils.

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 LEA reviewed budgeted and estimated actual expenditures for Goal 3 and determined that material differences were the result of intentional, data-driven adjustments to improve alignment, compliance, and responsiveness to student and family needs, rather than a reduction in services. Overall, differences reflect the LEA’s commitment to ensuring that resources remain principally directed toward unduplicated pupils and support safe, supportive, and well-coordinated learning environments.
Areas of Increased Expenditure
Material differences were primarily driven by the addition and scaling of services in direct response to 2025–26 LCAP Survey results and focus group feedback. These enhancements strengthened existing actions rather than changing the actions themselves.
Key investments included:
Action 3.6 Expenditures increased to scale academic, social-emotional, and reengagement services for foster youth and low-income students across all grade levels. Enhanced funding supported targeted counselor check-ins and empowered the Counselor on Special Assignment (COSA) to lead critical School Attendance Review Board (SARB) interventions, post-suspension transitions, and crisis referrals. These adjustments directly addressed heightened student needs by strengthening the bridge between families and vital community resources.
Action 3.10 Additional resources were allocated to expand the California Teacher Induction Program (CTIP) and provide specialized preparation for Career Technical Education (CTE) and intern teachers. This investment ensures that newly hired educators and administrators are fully equipped to create equitable, effective learning environments that support English learners, low-income students, and foster youth. The increased funding reflects the district's commitment to leadership effectiveness and informed, data-driven decision-making at the school site level.

Action 3.12 To address persistent achievement gaps highlighted by K-2 iReady data and 2025 Dashboard suspension rates, the district utilized $976,201 in Learning Recovery Emergency Block Grant (LREBG) funds for targeted professional development. Grounded in research from the Learning Policy Institute, NCTM, and John Hattie, this funding focused on three academic pillars—Literacy, Problem Solving, and Physical Science—to transition educators from rote instruction to facilitating student ownership. This strategic increase maintained a 90% expenditure floor, keeping resources principally directed toward building student agency, improving school climate, and reducing chronic absenteeism among vulnerable student groups.
Action 3.14 Funding was intensified to establish a multi-modal outreach program that bridges the communication gap for families of English Learners, Low-Income, and Foster Youth. The increased investment scaled universal two-way translated communication via ParentSquare, expanded bilingual workshop infrastructure, and diversified leadership representation within committees like DELAC. Additionally, the district implemented culturally responsive staff training to build school-to-home trust and ensure equitable access to district systems.
Technology and Access Supports (Action 3.8):
Approximately $100,000 was allocated for hotspot devices to address connectivity gaps and ensure equitable access to digital resources.

Approximately $50,000 was invested to support families in navigating digital tools and ensuring safe technology use.
In addition, expenditures increased in areas supporting targeted student groups and systemwide improvements, including:
Foster Youth and McKinney-Vento Supports (Action 3.4):
Expanded mentor services and outreach to address elevated needs and engagement barriers.
Safe and Welcoming Schools (Action 3.5):
Increased investments in PBIS, MTSS, and campus safety measures to maintain supportive learning environments.
Additional resources ensured school facilities remained in good repair and supported expanded communication and engagement systems.

Areas of Decreased Expenditure
Action 3.13 (School Climate Survey Administration): This action experienced a minor expenditure decrease because the district utilized cost-effective digital administration methods and existing internal platforms to deploy the survey to grades 5, 8, and 12. These technological efficiencies reduced data collection costs while still successfully capturing actionable insights on school connectedness and inclusivity. The resulting data will fully guide ongoing districtwide efforts to foster equitable and supportive learning environments.
Action 3.2 (Administrative Support for Categorical Programs) Expenditures were lower than projected due to streamlined centralized administrative costs and the optimization of existing operational resources. Despite this decrease in administrative spending, all key components—including AVID strategy implementation, mastery tracking, and individualized attendance advocacy—were fully executed. This efficiency ensured that resources remained focused on student-facing outcomes and maintaining the 90% categorical expenditure floor.
Action 3.7 (Special Education Interventions & Support): A decrease in expenditures occurred primarily due to temporary personnel vacancies and staffing shifts among educational specialists and instructional assistants during the school year. To mitigate this, existing multi-tiered system of support (MTSS) staff collaborated efficiently to maintain all required student interventions, professional development, and individualized education program (IEP) services. Parent engagement also continued seamlessly through the community assistant, ensuring no disruption in support for low-performing students with exceptional needs.
Action 3.18: (Interpretation & Translation Services): The underspend in this action was a result of a strategic shift to alternative funding sources, which covered a portion of the operational costs originally budgeted under the LCAP. Additionally, minor cost efficiencies were realized during the successful transition to a unified communication platform (ParentSquare), which yielded lower implementation costs than projected. Because of these alternative fund alignments, bilingual communication, materials, and translation services were fully implemented and expanded for Spanish-speaking families.

This action reflected an underspend within LCAP due to the use of alternative funding sources. Despite this variance, services were fully implemented, ensuring continued access for multilingual families.
Communication System Transition:
Minor cost efficiencies were realized during the transition to a unified communication platform, as initial implementation costs were lower than projected.

Key Drivers of Material Differences
Material differences between budgeted and actual expenditures were primarily driven by:
Increased investment in access, communication, and engagement supports based on stakeholder input
Strengthened centralized fiscal oversight to ensure compliance with LCFF supplemental expenditure requirements (Metric 3.18)
Expanded coordination of family engagement and communication systems (Metrics 3.5, 3.14–3.15)
Strategic allocation of resources to maximize direct student-facing services for unduplicated pupils
These adjustments reflect improved alignment of resources to identified student and family needs.

Explanation of Differences in Improved Services
There were no material differences that negatively impacted the planned percentage of improved services. Across all actions, the LEA maintained or increased services for unduplicated pupils.
The additional investments in technology access, communication tools, parent education, and stakeholder engagement expanded the quality and reach of services, particularly for English Learners and socioeconomically disadvantaged families. These enhancements improved access to information, increased opportunities for engagement, and reduced barriers to participation.

Conclusion
Overall, material differences in expenditures reflect the LEA's responsive and strategic allocation of resources to meet evolving student and family needs. The addition and scaling of services strengthened access, communication, and engagement systems while maintaining compliance with supplemental funding requirements.
These findings demonstrate that fiscal adjustments under Goal 3 enhanced system coherence, improved alignment to stakeholder-identified needs, and ensured that services remained focused on supporting unduplicated pupils without reducing the level or effectiveness of services

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

The LEA evaluated the effectiveness of Goal 3 actions using fiscal monitoring data, participation metrics, survey results, and implementation evidence aligned to Metrics 3.1–3.24. Based on this analysis, the LEA determined that actions were generally effective in strengthening fiscal accountability, family engagement, communication systems, and access to supports for unduplicated pupils, though effectiveness remains uneven in translating these improvements into consistent engagement outcomes across all student groups.
Evidence of Effectiveness
A key area of effectiveness was the strengthening of fiscal accountability and system alignment. The LEA maintained high levels of LCFF supplemental expenditure (Metric 3.18), ensuring funds were principally directed toward unduplicated pupils. Increased alignment between LCAP actions and SPSA implementation improved transparency, site-level ownership, and consistency in delivering student-facing services.

Actions were also effective in increasing opportunities for family engagement and access to communication systems. The implementation of ParentSquare improved access to information by providing consistent, two-way communication in families' preferred languages. Participation in LCAP survey processes and stakeholder engagement activities increased significantly (Metrics 3.1, 3.6, 3.8), indicating stronger connectivity between schools and families.
The use of ThoughtExchange further expanded the District's ability to gather meaningful input, resulting in broader and more representative stakeholder participation. In addition, the provision of hotspot devices and parent education opportunities helped address barriers related to technology access and digital literacy, improving families' ability to engage with school systems and resources.
The LEA also demonstrated effectiveness in improving access to supports for unduplicated pupils, including translation services, mentoring, and counseling (Metrics 3.10–3.11, 3.5). These efforts reduced barriers to participation and increased access to school programs and services.
In addition, actions were effective in maintaining safe, well-maintained learning environments and strong operational systems, ensuring consistent conditions for learning across all sites.

Areas of Partial Effectiveness and Continued Need
Despite these strengths, data indicate that effectiveness was inconsistent across sites and student groups, particularly in areas related to participation and communication.
Ongoing Communication and Information Gaps:
Survey results indicate that families continue to express a need for clearer communication and more accessible information, particularly in their primary language. The addition of translator devices represents a targeted response; however, continued effort is required to ensure consistent implementation across all sites.
Participation Gaps Among Unduplicated Pupils:
While engagement opportunities increased, participation remained uneven across school sites and student groups (Metrics 3.6–3.8), indicating that expanded access has not yet resulted in consistent engagement outcomes.
Connection Between Investments and Outcomes:
Although systems ensured resources were directed appropriately, the connection between fiscal investments and measurable student outcomes requires further strengthening.
Engagement of High-Need Populations:
Continued challenges in engaging Foster Youth, McKinney-Vento students, and other highly mobile populations indicate the need for more intensive and targeted outreach strategies.
Consistency of Implementation:
Variability in the implementation of communication systems, family engagement practices, and support services impacted overall effectiveness.

Conclusion
Overall, the LEA determined that Goal 3 actions have been effective in strengthening foundational systems, including fiscal accountability, communication, and access to supports, and have expanded opportunities for family engagement and participation.
However, actions are only partially effective in ensuring that increased access translates into consistent understanding, participation, and measurable outcomes for all student groups, particularly for unduplicated pupils. Continued focus is needed to strengthen communication clarity, improve consistency of implementation, and ensure that expanded engagement opportunities result in meaningful impact on student outcomes.

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

Based on reflection of the 2025–26 implementation cycle, analysis of data aligned to Metrics 3.1–3.24, and educational partner feedback, the LEA made targeted refinements to Goal 3 for the 2026–27 school year to strengthen coherence, accountability, and impact. While the overall goal and core actions remain consistent in focusing on safe environments and support for unduplicated pupils, a substantive refinement was made to the monitoring of educational partner engagement to better quantify growth and responsiveness.
Based on reflection of implementation and analysis of 2025–26 LCAP Survey and focus group feedback, the District will continue to expand and refine services that directly address identified stakeholder needs, particularly in the areas of technology access, multilingual communication, and family engagement. These refinements ensure that Goal 3 remains responsive to stakeholder voice while improving the clarity, accessibility, and effectiveness of communication and engagement efforts.
Refinements to Metrics and Target Outcomes
The LEA refined metrics and target outcomes to better align with identified needs and improve monitoring of engagement and access:
Standardized Growth for Stakeholder Engagement (Metric 3.25):
To improve accountability, the LEA established a formalized growth metric requiring a 5% annual gain in survey responses. For the current cycle, this resulted in an increase of 3,820 additional participants compared to the baseline. This refinement allows the District to measure the direct impact of outreach tools like ParentSquare against a clear performance outcome.
Expanded Communication and Access Metrics (Metric 3.5 and related):
Metrics were refined to reflect the full implementation of ParentSquare and expanded translation capacity, including both digital and in-person communication supports.
Enhanced Family Engagement Metrics (Metrics 3.6–3.8, 3.14–3.15):
Targets were adjusted to reflect increased expectations for participation, bilingual outreach, and family leadership opportunities.
Strengthened Fiscal Accountability Monitoring (Metric 3.18):
Continued emphasis on maintaining a minimum 90% supplemental expenditure rate, with refined monitoring processes to ensure funds remain aligned to student needs.
Refinement of Localized Support Metrics (e.g., Metric 3.22):
Adjustments reflect a shift toward site-based implementation of family engagement and technology support programs to better meet the needs of individual school communities.

Refinements to Actions and Service Delivery
While actions remain structurally consistent, the LEA strengthened implementation through the following adjustments:
Expanded Communication and Language Access:
Continued expansion of multilingual communication systems, including both digital tools and in-person translation supports, to ensure consistent access for all families.
Enhanced Family Engagement and Education:
Increased opportunities for parent education, including digital literacy and cybersecurity training, to support families in engaging with school systems and student learning.
Strengthened Feedback and Engagement Systems:

Expansion of stakeholder feedback systems to ensure more continuous, transparent, and representative input, and to better demonstrate how feedback informs decision-making.
Strengthened Fiscal Monitoring and Alignment:
Implementation of enhanced monitoring systems, including periodic fiscal checkpoints, to ensure resources are used effectively and remain aligned with LCAP and SPSA priorities.
Expanded Targeted Supports for Unduplicated Pupils:
Continued investment in mentoring, counseling, and intervention services to reduce barriers to engagement and improve access to supports.

Strategic Focus Areas Based on Prior Practice
Reflections on prior implementation identified key areas for continued emphasis:
Ensuring consistent access to communication in families' primary languages
Expanding parent education opportunities to support student learning and digital safety
Strengthening feedback loops to demonstrate how stakeholder input informs decisions
Improving system coherence and consistency across sites
Increasing student ownership and engagement through aligned supports

Continued Emphasis on Schools or Groups within schools that are monitored because of a Red Indicator on the Suspension Rate on the California Dashboard:

Emphasis on English Learners at the following schools: Cerro Villa, Richland Continuation, Villa Park High, Yorba
Emphasis on Socioeconomically Disadvantaged at the following schools: Cerro Villa, Yorba
Emphasis on Students With Dissabilities at the following Schools: Nohl Canyon, Portola, Richland Continuation, Villa Park High, Yorba
Emphasis on English Learners at the following schools: Cerro Villa, Richland Continuation, Villa Park High, Yorba
Emphasis on Hispanic Students at the following schools: Cerro Villa, Portola, Yorba
Emphasis placed at Yorba Middle in "ALL" student groups that received Red on the California Dashboard Suspension Rate

Conclusion
These refinements reflect a strategic shift from foundational system implementation toward greater alignment, accessibility, and responsiveness to stakeholder needs. By strengthening communication systems, expanding family engagement opportunities, and enhancing fiscal accountability, the LEA is positioning Goal 3 to more effectively support student engagement and ensure that services are clearly connected to the needs of unduplicated pupils.

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	To ensure that supplemental resources result in measurable academic and social-emotional growth for English Learners (EL), Low-Income (LI), and Foster Youth (FY), the District will implement a centralized, formula-based allocation and rigorous oversight system. This action ensures that LCFF Supplemental funds are "principally directed" toward the specific student groups that generate the funding, maintaining a standardized level of equity across all school sites. Key Implementation Components: Systematic Fiscal Monitoring & Technical Assistance: The Office of Accountability and Budget Department will provide site-level leadership with specialized training and quarterly fiscal reviews. This ensures that a minimum 90% expenditure floor (Metric 3.18) is maintained, prioritizing direct student-facing interventions over administrative costs. SPSA Alignment & Resource Mapping: Technical assistance will be provided to ensure that every School Plan for Student Achievement (SPSA) explicitly maps supplemental expenditures to the "Identified Needs" of unduplicated pupils. This alignment guarantees that resource distribution is transparent, data-driven, and strictly compliant with state "Increasing or Improving Services" regulations. Community-to-School Bridge Supports: Funding and oversight for site-based Community Liaisons who serve as the primary link for high-needs families. These liaisons remove participation barriers by providing bilingual resource navigation and fostering "home-school" partnerships for EL and Foster Youth. Intensified Supplemental Staffing: Support for the recruitment and placement of Resource Teachers and specialized personnel who provide direct, small-group academic intervention and language acquisition support during and beyond the instructional day. Targeted Extended Learning Opportunities: Coordination of site-based "Extended Learning" cycles, including after-school tutoring and intersession programs. These services are specifically designed for skill remediation and accelerated English Language Development (ELD) to close the achievement gap.	$7,846,826.00	Yes
3.2	Administrative Support for	To ensure that supplemental resources are effectively transformed into student-facing outcomes, the District will provide targeted Administrative	$2,470,251.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Categorical Programs	Support for Categorical Programs. This action facilitates the transition from a passive service-delivery model to one of active student ownership, prioritizing a school climate where English Learners (EL), Low-Income (LI), and Foster Youth (FY) are the primary architects of their academic success. Key Implementation Components: Categorical Oversight & Fiscal Integrity: Centralized administrative oversight ensures that LCFF Supplemental and Concentration funds maintain a 90% expenditure floor (Metric 3.18). This guarantee ensures that resources are principally directed toward direct student services, site-based enrichment, and the removal of participation barriers. Culturally Responsive Pedagogy (AVID & Beyond): Implementation of research-based AVID strategies and supplemental enrichment that allow students to see their identities reflected in the curriculum. By integrating "Student Voice" circles and individualized goal-setting, the District shifts the instructional focus toward student agency and self-reflection. Student-Led Assessment & Goal Setting: Moving beyond traditional high-stakes testing, school sites are equipped to engage students in "Mastery Tracking." This transparency allows unduplicated pupils to monitor their own growth, fostering a sense of competence that is a primary driver in reducing chronic absenteeism. Integrated Attendance Advocacy: Leveraging student agency as a climate tool, the District will facilitate individualized attendance advocacy. When students have a personal stake in the "what" and "how" of their learning, the school climate shifts from a place of passive attendance to a community of active, consistent participation.		
3.3	Foster Youth Coordinator	The SCS Coordinator provides targeted, student-centered support by collaborating with students, families, and school teams to ensure equitable access to resources, programs, and opportunities. This role is particularly vital for McKinney-Vento students experiencing homelessness, who qualify as low-income and often face significant barriers to stability. By identifying these students as a priority group, the Coordinator ensures they have direct access to academic engagement, postsecondary readiness, and student connectedness through services such as tutoring supports, college and career transition activities, financial aid guidance, and coordination	$189,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with community partners. In addition, the Coordinator oversees mentoring and enrichment opportunities to ensure students facing higher barriers—including those in housing transition or other vulnerabilities—are able to participate fully in school and extracurricular activities. These efforts are designed to address academic, social-emotional, and transitional needs for students requiring additional, coordinated support, ensuring that a student's economic or housing status does not dictate their academic trajectory. Special Emphasis is placed on monitoring students and reducing suspension rates for ALL students at Yorba Special Emphasis is placed on monitoring students and reducing suspension rates for English Learners at Cerro Villa, Richland, and Villa Park High Special Emphasis is placed on monitoring students and reducing suspension rates for Socioeconomically Disadvantaged Students at Cerro Villa Special Emphasis is placed on monitoring students and reducing suspension rates for Hispanics at Cerro Villa and Portola		
3.4	Foster Youth and McKinney-Vento Mentors	Student & Community Services (SCS) provides mentoring and coordinated supports. These supports are for Foster Youth who also identify as McKinney-Vento students. They receive services to bridge engagement, academic progress, and access to resources for students facing higher barriers. Because some students experiencing homelessness under the McKinney-Vento Act are also identified as low-income, they are prioritized for these targeted interventions to ensure equitable academic footing. Mentors work individually or in small groups to strengthen school connectedness, support academic improvement, and help Foster Youth /McKinney-Vento students access on-campus and community-based services. Through ongoing training and collaboration with school teams, mentors play a key role in fostering a sense of belonging and stability. At the district level, an intentional emphasis is placed on monitoring our Foster Youth subgroup to proactively support suspension prevention.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
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, student behavior support, 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.	$7,229,971.00	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. 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.	$3,734,575.00	Yes
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 metric 3.10.	$3,916,717.00	No

Action #	Title	Description	Total Funds	Contributing
		Additionally, a targeted emphasis is placed on monitoring and reducing suspension rates for students with disabilities at Nohl Canyon, Portola, Richland, Villa Park High, and Yorba Middle This action addresses our SPED population who are identified as lowest performing in a math and/or ELA.		
3.8	Technology, Devices	With English Learners making up 14.5% of our student body, including a nearly 3% newcomer population, Orange Unified is deeply committed to ensuring that every single student and family, alongside our foster youth and low-income households, feels completely welcome, heard, and supported.Through our recent LCAP community surveys, and Needs Assesments our families shared a vital insight: many of our households face severe language barriers and rely solely on district-provided student devices for school connection, making traditional digital communication portals a major hurdle. To remove this obstacle, we are actively deploying handheld "Pocketalk" translation devices across all our school front offices, registration desks, and classrooms. This advanced, dedicated technology allows for instant, friendly, two-way verbal and visual translation in over 80 languages, allowing parents and staff to have seamless, face-to-face conversations without needing complex phone apps or waiting for delayed translation pipelines. Front-line staff and teachers will utilize these devices to streamline daily communication regarding attendance support, school safety, and district-wide academic services. There will be two to four Pocket-talk devices at each campus depending on the size of the multilingual population. Currently Orange Unified employs one district translator. The main function of the District office based translator is to interpret district meetings and translate district communication. As a result there is not human support availble from the district level to the school sites. Many school sites receive newcomer students through the year and do not have the language support staff to welcome their families. This targeted investment is strongly backed by educational research on family engagement, which proves that when schools actively dismantle language barriers and welcome a child’s entire family unit into the school ecosystem, student attendance rates dramatically improve and academic achievement naturally accelerates.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Textbooks	The Office of Curriculum & Instruction 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 math adoption, additional intervention, dual immersion materials, CTE materials and consumable replacement purchases).	$1,767,428.00	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 enhance leadership effectiveness and the ability to support student achievement through informed decision-making.	$386,576.00	No
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 2026 school year, all schools will use the new platform Parent Square for communication.	$325,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.12	High Quality Educators and Staff: Targeted Professional Learning for Academic Recovery	LREBG Action District assessment data, including K-2 iReady literacy scores and the 2025 Dashboard, underscore a critical need for instructional shifts to address persistent achievement gaps. While the Dashboard shows progress in areas like Foster Youth suspension rates (declining by 1.2 percentage points), it also reveals an increase in McKinney-Vento suspension rates by 0.3 percentage points. Because students experiencing homelessness under the McKinney-Vento Act are also identified as low-income, they face compounded barriers that necessitate coordinated, equity-based interventions in both academics and social-emotional stability.The Action & Investment to ensure an excellent learning environment, the District will recruit and retain 100% highly qualified staff (Priority 1). Utilizing Learning Recovery Emergency Block Grant (LREBG) funding, specialized professional development will target pandemic-related learning loss through three academic pillars:Literacy: Implementation of evidence-based decoding and comprehension strategies. Consistent with the Science of Reading (National Reading Panel), explicit, systematic instruction is essential for English Learners and socioeconomically disadvantaged students to access grade-level text.Problem Solving: Focusing on critical thinking and inquiry-based persistence. Research from the National Council of Teachers of Mathematics (NCTM) indicates that shifting from rote memorization to inquiry-based problem solving builds the academic stamina necessary for recovery.Physical Science: Engaging in hands-on, standards-aligned technical reasoning. Per the National Research Council, phenomenon-based science instruction increases engagement and language acquisition for English Learners by providing tangible contexts for learning.Research Justification: Moving Toward Student Ownership Research from the Learning Policy Institute confirms that teacher quality is the single most significant in-school predictor of student success, particularly for students impacted by learning disruption. This investment transitions staff from rote instruction to facilitating Student Ownership.By mastering these academic pillars, educators empower students—particularly English Learners, Foster Youth, and McKinney-Vento/Low-Income groups—to become "architects of their own recovery." This shift is supported by John Hattie’s Visible Learning research, which identifies "Student Agency" (self-reported expectations) as having one of the highest effect sizes ($d=1.33$) on achievement. This increased agency directly improves School Climate (Priority 6) and targets Chronic	$271,296,074.00	No

Action #	Title	Description	Total Funds	Contributing
		Absenteeism (Priority 5) by building the student confidence and competence required to stay connected and engaged.Fiscal Accountability Maintaining a 90% expenditure floor (Metric 3.18) ensures that these funds remain principally directed toward vital student-facing instructional supports. This ensures that resources are concentrated where they have the most impact: the direct interaction between highly qualified educators and our most vulnerable student populations. $976,201 listed in Other State Funds is LREBG funding.		
3.13	Climate Survey	The Assessment Department will administer a school climate survey to students in grades 5, 8, and 12 to gather actionable insights on school connectedness, inclusivity, and the overall learning environment. Survey results will guide districtwide efforts to foster supportive, equitable, and engaging schools where all students feel valued, connected, and able to succeed.	$16,000.00	No
3.14	Parent and Family Engagement	To ensure that families of English Learners (EL), Low-Income (LI), and Foster Youth (FY) have equitable access to district systems and decision-making, the Office of Accountability will implement an intensified, multi-modal family engagement program. This action directly addresses 2025–26 stakeholder feedback which identified a critical need for streamlined, bilingual communication to bridge the "information gap" for unduplicated populations. Key Implementation Components: Bilingual Outreach & Specialized Workshops: Delivery of targeted training sessions conducted in multiple languages. These workshops focus on high-priority areas identified by families, including college and career readiness, STEM/Arts integration, and navigating academic progress data. Universal Two-Way Translated Communication: Implementation of ParentSquare as the District’s primary equity tool for two-way, real-time translated communication. This platform allows families to receive and respond to vital school information in their preferred language, directly mitigating the linguistic barriers that previously hindered engagement. Expanded Interpretation & Translation Infrastructure: Increased access to digital and in-person interpretation services through specialized consultants and bilingual staff stipends. This ensures that District-level	$214,903.00	Yes

Action #	Title	Description	Total Funds	Contributing
		meetings and site-based workshops are fully accessible to non-English speaking community members. Strategic Leadership Diversification: Targeted outreach and recruitment efforts to increase the representation and participation of unduplicated families within the District English Learner Advisory Committee (DELAC) and other site-level leadership roles. Culturally Responsive Professional Development: Specialized training for school site staff on the effective use of ParentSquare features to engage marginalized families, focusing on improving the delivery of primary language services and building "school-to-home" trust		
3.15	LCAP Survey	To ensure the LCAP is a data-driven reflection of community needs, the Office of Accountability will fund and manage the comprehensive annual Community Partner Engagement process. This action covers the essential operational costs and technical infrastructure required to facilitate a multi-stakeholder feedback loop that informs District goals and supplemental budget allocations for unduplicated pupils. Key Implementation Components: Engagement Platform & Technology Costs: Funding for specialized digital engagement platforms (e.g., ThoughtExchange, Qualtrics) to aggregate and analyze high volumes of qualitative and quantitative data from staff, parents, and students. Multilingual Translation & Accessibility: Allocation of resources for the professional translation of all survey instruments. This ensures the "You Said, We Did" framework is linguistically accessible to English Learner (EL) families, a critical component for equitable data collection. Diverse Community Partnership Integration: Coordination and facilitation of engagement sessions with key partners, including ELAC/DELAC, the District Advisory Council (DAC), the SELPA Administrator, and local community-based organizations. These sessions focus on the efficacy of programs offered in OUSD across the 8 State Priority Areas. Disaggregated Data Analytics: Support for the personnel and systems required to disaggregate survey results by student group (EL, Low-Income, and Foster Youth). By analyzing participation rates and satisfaction levels from these specific groups, the District can measure the "Value Add" of supplemental programs and ensure resources are "Principally Directed" to those with the greatest need.	$65,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.16	Maintain Infrastructure: Business, Human Resources, Maintenance, Operations and Transportation	To provide a high-quality learning environment and ensure the effective operation of all school sites, the district will maintain essential infrastructure through the coordinated efforts of the Business, Human Resources, and Maintenance, Operations, and Transportation (MOT) departments. This action addresses State Priority 1 (Basic Services) by ensuring that all school facilities are maintained in "Good Repair" as measured by the annual Facility Inspection Tool (FIT).Based on qualitative feedback from the 2025–26 LCAP survey, where community partners expressed significant concerns regarding modernized classrooms, restroom cleanliness, and playground maintenance, the MOT department will utilize common survey trends to prioritize annual facility improvements and maintenance schedules. Additionally, this action ensures State Priority 6 (School Climate) by providing safe and reliable transportation for all students to and from school and extracurricular events, removing geographic or logistical barriers to attendance and engagement. This comprehensive approach to infrastructure supports the recruitment and retention of highly qualified staff and ensures students have access to safe, clean, and technologically functional learning spaces	$60,245,015.00	No
3.17	Parent iPad Academy	To address the digital divide and increase school connectedness for families of English Learners (EL), All Individual school sites with Community Lead support will mplement a site-based Digital Literacy Academy. This action transitions the foundational "Parent iPad Academy" model to a localized implementation, ensuring that outreach and training are specifically tailored to the linguistic and technological needs of the site’s EL community.	$0.00	No
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.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$88,763.00	No
3.20	Support for EL and Low Income Families	The District facilitates opportunities for English Learners and Low-Income families and caregivers to learn about district programs, services, and available community resources. In addition, the office convenes meetings that connect school site staff with relevant district and community supports, strengthening coordination and ensuring families are effectively linked to the resources they need.	$0.00	No
3.21	Community Schools, including Native American Students and Families	Student & Community Services (SCS) supports the implementation of Community Schools by providing professional development for Community Leads, building partnerships with community-based organizations, and developing and delivering workshops and resources that actively engage parents and families across the district. These efforts primarily support English Learner, Low-Income, and Foster Youth students. In addition, the Title VI Native American grant enhances this work by offering culturally responsive workshops and resources specifically designed to support Native American students and families throughout the community.	$3,584,636.00	No
3.22	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.	$13,667,934.00	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. With the situation abroad, the District has seen increased cybersecurity activity. 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.		

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.

Through analysis of California School Dashboard data and local performance indicators, Orange Unified School District (OUSD) has identified the need to provide intensified, targeted support for alternative education settings, including Richland Continuation High School, to improve academic achievement, English learner progress, and college and career readiness for student groups with the greatest needs. In addition, as part of the District's continuous improvement and resource alignment process, Community Day School (CDS) is transitioning out of Equity Multiplier (EM) eligibility. As noted in the 2025 California School Dashboard, CDS did not meet the state requirement of being in the "Red" performance level for two or more student groups; therefore, the site is no longer eligible for EM funding for the 2026–2027 school year. To ensure continuity of support, services previously funded through EM—including co-teaching models, GLAD strategies, and additional counseling supports—will be maintained through a coordinated use of Title I and LCFF Supplemental and Concentration funds. This strategic transition ensures that students at CDS, particularly English Learners, students with disabilities, and socioeconomically disadvantaged students, continue to receive targeted supports without disruption.

Actions within Goal 4 support identified needs at Richland Continuation High School and Community Day School through targeted academic, behavioral, attendance, engagement, and student support strategies .Dashboard data indicate that at Richland Continuation High School, key student groups—including Hispanic and Socioeconomically Disadvantaged (SED) students—are performing in the Red performance level in English Language Arts (ELA) and Orange in Mathematics, as measured by Distance from Standard (DFS), indicating significant gaps from grade-level expectations. For example, ELA performance remains at approximately 147 points below standard, while Mathematics performance shows similar needs for accelerated growth.

English Learner Progress data further highlights a critical need, with only approximately 15.2% of English Learners making progress toward proficiency, reflecting a decline and placing the District in the Red performance level, necessitating intensified multilingual supports and instructional strategies.

College and Career Readiness indicators also remain an area of significant need, with only 1.1% of students demonstrating readiness, reinforcing the need to expand career pathways, dual enrollment opportunities, and targeted postsecondary planning supports.

To address these needs, OUSD utilizes a data-driven approach to allocate Equity Multiplier (EM) funding, ensuring resources are directed to Richland Continuation High School with the greatest demonstrated need. These funds support targeted actions, including Guided Language Acquisition Design (GLAD) implementation, co-teaching models, additional instructional sections for smaller-group intervention, expanded counseling services, and increased access to career pathways and dual enrollment opportunities.

The District works collaboratively with site leadership teams, the Office of Accountability, Multilingual Services, and the Budget Department to align resources and strategies through each site's School Plan for Student Achievement (SPSA). These plans are developed in partnership with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC), ensuring that actions are responsive to site-specific data and continuously monitored and refined through an ongoing cycle of improvement.

Educational partner engagement remains central to this process. District and site leaders engage with stakeholders through DAC and DELAC to review data, refine priorities, and ensure transparency in funding decisions. Feedback from these partners has emphasized the importance of targeted supports for English Learners, Long-Term English Learners, and students experiencing economic hardship, as well as increased access to postsecondary opportunities.

Progress toward this goal will be monitored using multiple measures, including CAASPP performance, Distance from Standard (DFS), English Learner Progress indicators, College and Career Readiness metrics, attendance rates, and suspension rates, with goals to improve academic performance by at least 3 points annually in DFS, increase English Learner progress rates to over 23.5%, and significantly increase the percentage of students demonstrating college and career readiness.

Overall, this goal reflects a targeted and data-driven approach to addressing the needs of alternative education students by strategically allocating resources, strengthening instructional and support systems, and ensuring all students are prepared for postsecondary success.

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):	2022-23	2023-24 CA Dashboard	2024-25 CA Dashboard	224.7 status points below standard	7.9 Point Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*Improve 3 points per year	233.7 status points below standard	199.2 status points below standard (+34.5) (Orange)	225.8 status points below standard		
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)	2024-25 CA Dashboard -222.9 status points below standard	223.6 status points below standard	9.7 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)	2024-25 CA Dashboard 15.2% making progress towards proficiency	23.5% making progress towards proficiency	.7% 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	2024-25 CA Dashboard 1.2% (-1.3 %) (RED) College and Career Indicator demonstrates prepared	6.9% College and Career Indicator demonstrates prepared	.3% 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	2024-25 CA Dashboard 1.3% (-1.4%) (RED) College and Career Indicator demonstrates prepared	7% College and Career Indicator demonstrates prepared	.3% 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	2024-25 CA Dashboard 0% (0%) (Red) College and	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
			Career Indicator demonstrates prepared	Career Indicator 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%	2025-26 Semester 1: D's & F's rate= 35% Semester 2: D's & F's rate= 35.48%	D's & F's rate=10%	Increase 13.55% in D's & F's Semester 1 Increase 20.59% 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	2024-25 CA Dashboard .8% suspended at least one day	22.9% suspension rate in 2025-26 CADashboard	Decreased 23% in Suspension Rate
4.9	Attendance Rate (CDS): *Increase 1.5% per year	2023-24 86.78% Attendance Rate	2024-25 68.4% Attendance Rate	2025-26 75.79% Attendance Rate	90% Attendance Rate - April 2027	10.99% decrease 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%)	2024-25 CA Dashboard EL: 0.0% (-2.8%) Blue SWD: 0.0% (-5.7%) Blue	<5% suspension rate	-11.20% Decrease in EL Suspension Rates -13.6% 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	2024-25 CA Dashboard 224.4 points below standard	223 status points below standard	Improve 7.6 status points in math

Goal Analysis [2025-26]

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

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

During the 2025–2026 school year, Richland Continuation High School transitioned from initial program implementation to a more fully operational and coherent system of supports aligned to SPSA priorities and LCAP actions. Building on prior gains reflected in the 2024 Dashboard—including increased English Learner progress (+13.1% EL; +17.6% LTEL) and a significant reduction in suspension rates (13.1% to 2.7%)—the LEA focused on sustaining these improvements through deeper integration of instructional, behavioral, and wellness supports.

Overall, Actions 4.1–4.4 were implemented largely as planned, with strategic adjustments made to improve access, coherence, and responsiveness to student needs. A key success was the full integration of an additional counselor and expanded wellness supports, which served as a critical foundation for addressing the needs of Socioeconomically Disadvantaged (SED), English Learner (EL), and Foster Youth students. These supports strengthened MTSS and PBIS implementation and contributed to maintaining positive school climate outcomes.

A notable strength in implementation was the shift toward embedding services within the instructional day. Instructional coaching for English Learners (Action 4.1) evolved from stand-alone professional development to in-day, site-based coaching cycles led by the EL TOSA and EL Coordinator, increasing alignment between professional learning and classroom practice. Similarly, wellness supports (Action 4.3) will transition from a centralized model to a classroom-based approach due to facility constraints, ensuring more immediate access to social-emotional supports while minimizing loss of instructional time.

A substantive difference between planned and actual implementation occurred in the area of academic intervention. While the original plan included after-school tutoring, mid-year SPSA data indicated that student transiency and work schedules significantly limited participation. In response, the LEA continues to expand in-day credit recovery and intervention structures, increasing student access to targeted academic and language supports and better aligning services to student needs.

An additional organizational shift occurred as Community Day School (CDS) transitioned out of Equity Multiplier eligibility. In response, the LEA maintained continuity of services by transitioning CDS supports to Title I and LCFF funding sources, allowing Equity Multiplier resources to be more intentionally focused on Richland student populations.
Implementation of student engagement and postsecondary readiness actions (Actions 4.2 and 4.4) expanded access to dual enrollment, electives, and student-centered engagement opportunities. These efforts contributed to improved student connectedness and reinforced positive climate outcomes.

Key successes of implementation include:
Sustained reduction in suspension rates, reflecting effective MTSS and PBIS implementation
Improved English Learner progress, indicating strengthened instructional capacity
Positive growth in mathematics across student groups
Increased access to counseling, wellness, and in-day support structures

At the same time, several challenges impacted full implementation and outcomes:
Persistent academic gaps, particularly in ELA, with performance remaining significantly below standard
Ongoing attendance and transiency challenges affecting the continuity of instruction
Facility limitations require adaptation of planned wellness implementation
Limited effectiveness of prior after-school intervention models

Overall, implementation of Goal 4 actions has been strong and increasingly coherent, with clear evidence of improved systems, supports, and access for unduplicated pupils. However, outcome data indicate that while inputs (instructional capacity, systems, and access) have improved, these have not yet consistently translated into measurable gains in student achievement and college/career readiness.

In response, the LEA will continue to refine implementation by strengthening alignment between instructional practices, targeted interventions, and student outcome data, ensuring that services are implemented with fidelity and result in measurable improvements for unduplicated pupils across all Goal 4 metrics.

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.

Differences between planned and actual services occurred across Actions 4.1, 4.2, 4.3, and 4.4 at Richland Continuation High School. These differences reflect adjustments in how services were delivered, including increased reliance on district-level supports, integration of services within the instructional day, and modifications to staffing and program implementation based on SPSA-identified needs.

Explanation of Why Differences Occurred:
The LEA conducted a comprehensive review and determined that all differences between planned and actual services were the result of intentional, data-driven decisions aligned to the SPSA and LCAP actions. These adjustments reflect efforts to improve coherence, increase efficiency, and better align services to student needs, rather than a reduction or elimination of services.

Actions 4.1 & 4.2 (Instructional Support and Professional Learning):
While planned services included site-based implementation of instructional coaching and professional learning, actual services were delivered through a coordinated approach leveraging district-level supports (EL TOSA, EL Coordinator) and integration into existing collaboration structures. This shift maintained the intensity and quality of services while improving alignment and reducing duplication.

Action 4.4 (Staffing & Course Offerings):
Planned staffing and course expansions were adjusted based on SPSA data analysis. Actual services reflected optimized class sizes and course offerings that maintained access to instruction and interventions while aligning more closely to student enrollment and need.
Due to the ability to use available staff we did not expend any additional funds to support action 4.4

Community Day School (CDS) Transition:

Planned services included Equity Multiplier-funded supports for CDS. Due to the transition out of eligibility, services were maintained through braided funding (Title I and LCFF), ensuring continuity of counseling and support services while reallocating Equity Multiplier resources to Richland priorities.

Impact on Services for Unduplicated Pupils:
There was no reduction in services for unduplicated pupils. The LEA maintained or increased the level of improved services by:
Ensuring continued access to instructional supports and interventions during the school day by:
Providing ongoing counseling, wellness, and MTSS supports
Sustaining professional learning and instructional coaching aligned to student needs
Maintaining access to core instruction, intervention opportunities, and college/career pathways

Differences between planned and actual services reflect improved alignment to SPSA-identified priorities, increased coherence across systems, and more effective use of available resources to serve unduplicated pupils.

Future Actions / Adjustments:
The LEA will continue to refine implementation in the 2026–2027 school year to strengthen alignment between planned and actual services by:
Expanding classroom-based wellness supports to increase access and consistency
Increasing dual enrollment opportunities to strengthen college and career readiness
Further aligning SPSA actions, professional learning, and instructional practices to LCAP priorities
Strengthening coherence between service delivery models and measurable student outcomes

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

Description of Effectiveness:
The LEA evaluated the effectiveness of actions at Richland Continuation High School using SPSA monitoring data, California School Dashboard indicators (including Academic Indicator, Suspension Rate, and College/Career Indicator), and local measures aligned to Goal 4 metrics. Based on this review, the LEA determined that actions were partially effective, with strong evidence of implementation and improved conditions for learning, but limited impact on key academic outcome metrics.

Evidence of Effectiveness Aligned to Goal 4 Metrics:
English Learner Progress (ELPI / ELPAC)
English Learners demonstrated measurable progress (EL +13.1%, LTEL +17.6%), indicating effective implementation of designated and integrated ELD strategies supported through site-based coaching (EL TOSA, EL Coordinator). This reflects positive movement on Goal 4 metrics related to English Learner progress and access to language development.
School Climate (Suspension Rate Indicator)
Suspension rates declined significantly (13.1% to 2.7%), demonstrating effective implementation of MTSS and PBIS strategies aligned to Goal 4 climate and engagement metrics. The use of restorative practices, increased student engagement opportunities, and increased counseling support improved student connectedness and reduced exclusionary discipline.

Access to Supports (MTSS / SPSA Implementation):
The site will increase access to academic and social-emotional supports by embedding interventions and wellness services within the instructional day, aligning with Goal 4 priorities for integrated student support systems.

Areas of Limited Effectiveness Aligned to Goal 4 Metrics:
Academic Indicator (ELA and Mathematics – CAASPP)
College and Career Indicator (CCI) & Graduation Rate
Attendance / Engagement (Chronic Absenteeism)
Despite strengthened instructional capacity, student outcomes remain significantly below standard. Only 2.44% of English Learners met ELA standards and 0% met Mathematics standards. This indicates limited progress toward Goal 4 metrics related to academic achievement and closing performance gaps. Outcomes remain below desired levels, reflecting a need to strengthen alignment between instructional supports and long-term college and career readiness metrics.

Ongoing attendance challenges continue to impact consistent access to instruction, limiting progress toward Goal 4 engagement metrics. These data points indicate that while actions have improved inputs (instructional capacity, systems, and access), they have not yet resulted in sufficient improvement in outputs (student achievement and readiness outcomes).

Analysis and Determination:
The LEA determined that SPSA-aligned actions have been effective in:
Establishing and implementing MTSS, PBIS, and instructional coaching systems
Increasing access to supports for unduplicated pupils
Improving school climate and reducing suspension rates
However, actions have been less effective in accelerating student achievement outcomes, particularly in ELA and Mathematics. This reflects a need to strengthen coherence between instructional practices, targeted interventions, and measurable student outcomes aligned to Goal 4 metrics.

Future Actions / Adjustments Aligned to Goal 4 Metrics:
In response, the LEA will refine implementation for the 2026–2027 school year to ensure stronger alignment to Goal 4 outcomes by:
Increasing targeted, small-group academic interventions for English Learners and other unduplicated pupils to improve CAASPP performance in ELA and Mathematics
Strengthening data-driven instructional cycles (PLCs, data chats, and progress monitoring) to more closely monitor progress toward Academic Indicator and ELPI metrics
Enhancing alignment between instructional strategies and college/career readiness outcomes (CCI), including expanded dual enrollment opportunities
Continuing to implement effective MTSS and PBIS practices while integrating them more directly with academic goals
Addressing attendance and engagement barriers to improve access to instruction and support progress toward chronic absenteeism metrics
Through these actions, the LEA will move from strong system implementation to improved student outcomes, ensuring that increased instructional capacity results in measurable progress across all Goal 4 metrics.

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.

Description of Changes:
Based on a comprehensive analysis of SPSA implementation, California School Dashboard indicators, and local outcome data aligned to Goal 4 metrics, the LEA made targeted changes to strengthen alignment between site-level actions and district priorities. These changes reflect a strategic shift from foundational systems-building to more targeted, student-centered interventions to improve outcomes for unduplicated pupils.

Explanation of Why Changes Were Made:
The LEA determined that while prior actions were effective in building instructional capacity, improving school climate, and increasing access to supports, they were less effective in producing measurable academic gains. Outcome data, including CAASPP, ELPI, and College/Career Indicator results, indicate a continued need to accelerate progress in ELA, Mathematics, and postsecondary readiness, particularly for English Learners, Socioeconomically Disadvantaged students, and Foster Youth. In response, the LEA refined actions to strengthen coherence between instructional practices, targeted interventions, and expected student outcomes.

Description of Changes Aligned to SPSA and Goal 4 Metrics:
Strengthened Targeted Academic Support for English Learners (Academic Indicator / ELPI
SPSA data identified a need for more intensive, student-facing support. The LEA will add an English Learner Aide to provide in-class linguistic support in core content areas. Coordination between the EL Coordinator, EL TOSA, and site staff will be intensified through structured coaching cycles and data-monitoring sessions to ensure instructional strategies translate into measurable gains in ELA and Mathematics.
Expansion of In-Day Intervention and Instructional Support (Academic Indicator / Access to Instruction)

Based on SPSA findings that after-school interventions were not consistently accessible, the LEA will expand in-day credit recovery, intervention, and instructional support within the master schedule. This adjustment increases participation and ensures equitable access to services for unduplicated pupils.

Enhanced Student Engagement and Postsecondary Readiness (CCI / Graduation Rate):
To address low College and Career Indicator outcomes, the LEA will expand dual enrollment opportunities, electives, and structured college/career pathways. These changes are designed to increase student connectedness, relevance of learning, and progress toward graduation and postsecondary readiness metrics.

Implementation of Classroom-Based Wellness Supports (Suspension Rate / Engagement / MTSS):
In response to SPSA-identified social-emotional needs and prior facilities limitations, the LEA will transition to a classroom-based wellness model. This ensures immediate access to supports, reduces loss of instructional time, and strengthens alignment between MTSS, PBIS, and academic goals.

Refinement of Metrics and Monitoring Systems (All Goal 4 Metrics):

The LEA refined baseline data and outcome targets, including standardized annual growth expectations and recalibrated metrics to reflect current student populations. The LEA will strengthen data cycles (PLCs, progress monitoring, and student data review) to ensure ongoing evaluation of action effectiveness and alignment to Goal 4 outcomes.

Recalibration of Services Following CDS Transition (Equity Multiplier Alignment):
As Community Day School (CDS) transitioned out of Equity Multiplier eligibility, all actions and metrics were recalibrated to focus exclusively on Richland student populations. This ensures that Equity Multiplier resources are used with increased intensity to address the needs of English Learners, Socioeconomically Disadvantaged students, and other identified subgroups.

These changes are designed to impact outcomes for Unduplicated Pupils by:
Accelerating academic achievement in ELA and Mathematics (CAASPP Academic Indicator)
Improving English Learner progress (ELPI / ELPAC)
Increasing college and career readiness (CCI) and graduation outcomes
Strengthening student engagement and reduce chronic absenteeism
Maintaining positive school climate and low suspension rates
The LEA expects that increased coherence between SPSA actions, LCAP services, and instructional practices will result in measurable improvements across all Goal 4 metrics.

Commitment to Continuous Improvement
The LEA will continue to monitor implementation through SPSA data cycles, including PLCs, data chats, and progress monitoring, and will adjust actions as needed to ensure alignment between services and student outcomes. These changes demonstrate the LEA’s commitment to a coherent, data-driven system focused on improving outcomes for unduplicated pupils.

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 continue to receive support for English Learners from a District EL TOSA. Building upon prior GLAD professional development, the TOSA will provide intensified, standards-aligned coaching to teachers, including embedded professional learning, classroom observations, and in-day instructional support. The TOSA will participate in non-evaluative observation cycles, co-teaching, and feedback to strengthen English Language Development (ELD) and access to core content.	$326,340.00	No

Action #	Title	Description	Total Funds	Contributing
		This work will be supported through ongoing collaboration structures, where teachers analyze student work and adjust instruction to meet the needs of English Learners and Socioeconomically Disadvantaged students. Specific implementation details are included in Richland's SPSA, and funds to support this action are delineated in the school SPSA, utilizing Equity Multiplier, LCFF, and Title I resources.		
4.2	Support to Increase Student Engagement and Reduce Chronic Absenteeism at Richland	Expanded student opportunities will be implemented to strengthen school connectedness and engagement, including field trips, student clubs, activities, sport opportunities, and additional elective course offerings. Additional staffing sections will be utilized to monitor attendance, provide targeted interventions and resources for students with attendance concerns, and implement campuswide engagement strategies in collaboration with ASB. These efforts are intended to foster a sense of belonging, increase participation, and reduce chronic absenteeism.	$50,374.00	No
4.3	Academic and Wellness Support for CDS and Richland	English Learners (EL), Low-Income (LI), and Foster Youth students at Richland require additional supports, particularly in the area of social-emotional wellness and attendance. Richland will continue to utilize expanded counseling services, including additional counseling hours and staffing, to address student needs and support improved engagement and attendance. Building upon prior efforts, counseling services will be further integrated into the instructional day through classroom-based support, proactive case management, and collaboration with teachers. This includes providing real-time support to address barriers to attendance, implementing trauma-informed practices, and supporting students in maintaining academic progress toward graduation. Specific implementation details are included in Richland's SPSA, and funds to support this action are delineated in the school SPSA, utilizing Equity Multiplier, LCFF, and Title I resources to ensure continuity and intensification of services.	$212,197.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	College Career Indicator Improvement	"Students at Richland have demonstrated a need for increased academic support, particularly in mathematics and college and career readiness. Richland will continue to provide additional instructional sections, including co-teaching and targeted support, to strengthen student achievement and increase access to rigorous coursework. Building upon prior efforts, the site will expand opportunities for dual enrollment in partnership with Santiago Community College and increase access to high-interest electives aligned to student goals. Staff will provide targeted guidance and support to help students navigate post-secondary pathways, including college and career planning, and ensure alignment with College and Career Indicator (CCI) requirements. Additionally, Richland will incorporate student feedback to refine course offerings and provide exposure opportunities such as college visits and career exploration activities to increase engagement and readiness. Specific implementation details are included in Richland's SPSA, and funds to support this action are delineated in the school SPSA, utilizing Equity Multiplier, LCFF, and Title I resources."	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$39,469,124	$1,991,009

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
15.062%	0.000%	$0.00	15.062%

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:** Data from the 2025 Dashboard indicates persistent achievement gaps for Low Income (LI), English Learner (EL), and Foster Youth (FY) students, specifically in Mathematics and ELA. These students often face a lack of access to rigorous Tier I instruction and	To address these gaps, the District will deploy Teachers on Special Assignment (TOSAs) to provide job-embedded coaching and professional learning centered on Solution Tree PLC structures, GLAD, and AVID/WICOR strategies. TOSAs will lead targeted training on linguistic scaffolds during the new Mathematics adoption to ensure language is not a barrier to conceptual understanding. By shifting professional development to a modeling-based approach, TOSAs will demonstrate how to facilitate student-led inquiry and "cognitive lift,"	(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
	research-based linguistic scaffolds. Specifically, Multilingual Learners require targeted support in oral language development to engage in complex mathematical discourse, while Foster Youth benefit significantly from the stability of consistent, high-leverage instructional routines **Scope:** LEA-wide	directly increasing agency and engagement for unduplicated pupils. Additionally, TOSAs will assist teachers in utilizing real-time assessment data to provide precise, differentiated interventions for EL and FY students.	
1.5	**Action:** Early Learning and Elementary Support **Need:** Approximately 49% of students demonstrate kindergarten readiness, with lower readiness levels among multilingual and low-income students. The identified need is to address the significant "readiness gap" existing at school entry, as data indicates that only 49% of students demonstrate kindergarten readiness on local entry assessments. This gap is most pronounced among Multilingual Learners and Low-Income students, who often enter the primary grades without the foundational pre-literacy and social-emotional skills necessary to access Tier I instruction. Analysis of early literacy benchmarks shows that students who start behind often remain behind through 3rd grade. Therefore, there is a critical need for a systemic early learning framework—including expanded Transitional Kindergarten (TK) and targeted early literacy interventions—to ensure that our most vulnerable student groups are	The District is addressing the readiness gap by strengthening the Vertical Bridge between early childhood programs and the elementary grades. This action includes: Expanded TK and Early Literacy: By providing a rigorous, play-based Transitional Kindergarten curriculum, the District ensures that unduplicated students receive an extra year of intensive language development and foundational phonemic awareness. Integrated ELD for Early Learners: Early learning staff are trained in specific multilingual strategies that honor a student's home language while building the academic English necessary for Kindergarten success. Parent Engagement: Programs are designed to empower Low-Income and Foster Youth families with "at-home" literacy tools, creating a collaborative learning environment that extends beyond the classroom. Professional Alignment: This action funds the alignment of teaching practices between TK and Kindergarten to ensure a seamless transition for students, preventing the "fade-out" of early learning gains.	Kindergarten Readiness (EDI) (Metric 1.15)

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
	equipped for long-term academic success and 3rd-grade reading proficiency **Scope:** LEA-wide	Early learning supports are provided on an LEA-wide basis to ensure that equitable access to high-quality preschool and TK experiences is not determined by a student's neighborhood. This approach is principally directed toward unduplicated students by saturating the district with early literacy resources, ensuring that the 51% of students who are currently entering "not ready" receive the same high-standard of intervention regardless of their school site. By standardizing these programs LEA-wide, the District creates a consistent, high-quality safety net that is the most effective way to close the opportunity gap at its point of origin and ensure every student is on track for college and career readiness.	
1.6	**Action:** Elementary Support **Need:** Address the instructional and systemic inequities caused by declining enrollment and the result of combination (multi-grade) classrooms. Analysis of the 2025 California School Dashboard reveals that while the District is making steady progress, significant achievement gaps persist for English Learners, Foster Youth, and Homeless students who are also low income , who currently perform in the Red and Orange bands for ELA and Math. Extensive LCAP parent and educational partner feedback from all 27 elementary sites has prioritized the reduction of student-to-teacher ratios as a high area of importance. Partners consistently	This action directly responds to educational partner priorities by funding additional teacher FTEs to reduce the number of combination classrooms, particularly at sites with an Unduplicated Pupil Percentage (UPP) above 80%. By stabilizing these classrooms, the District enables: Instructional Precision: Teachers can focus on a single set of grade-level standards, ensuring that "Cognitive Lift" and "Student Ownership" strategies are not diluted by the logistical demands of a split-grade curriculum. Targeted Small-Group Support: Lower ratios facilitate more frequent, data-driven small-group rotations, which are essential for English Learners who require oral language development and Foster Y-outh who may need immediate academic "catch-up" support.	Metric 1.1 – CAASPP ELA Metric 1.13 – i-Ready ELA

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
	report that "split-grade" environments limit a teacher's ability to provide the intensive, 1:1, and small-group Tier II interventions required for unduplicated pupils. Consequently, there is a critical need to fund additional staffing above contractual ratios to ensure that students in underserved communities are placed in single-grade "straight" classrooms, allowing for the focused Integrated ELD and differentiated instruction necessary to accelerate learning and move vulnerable subgroups toward proficiency **Scope:** LEA-wide	Integrated ELD Scaffolding: Teachers have increased capacity to implement the linguistic scaffolds required for Multilingual Learners to access rigorous core content in both Math and Literacy. This action is provided LEA-wide to ensure consistent foundational literacy support across all elementary schools and prevent inequities in early academic development.	
1.7	**Action:** Mathmatics Support Services **Need:** Address the significant performance disparity in Mathematics as revealed by the 2025 California School Dashboard. English Learners (EL), Foster Youth (FY), and Low-Income (LI) pupils performed in the Orange (Low) and Yellow (Medium) color bands, whereas their non-unduplicated peers performed in the Green (High) band. Local benchmark data further indicates that these student groups struggle specifically with the linguistic complexity of multi-step word problems and mathematical discourse. With the upcoming piloting of a new math adoption, there is a critical need for specialized instructional support to ensure that the new curriculum is accessible. Specifically, teachers	The 2025 California School Dashboard and local benchmark data highlight a "Status and Change" gap where unduplicated pupils are hindered by the linguistic complexity of mathematics rather than just numerical skill. To address this, the proposed professional development (PD) targets two high-leverage areas: Linguistic Access: Teachers will be trained in specific scaffolding strategies—such as the use of interactive word walls, sentence frames for mathematical discourse, and the "Three Reads" protocol—to deconstruct multi-step word problems. This ensures that English Learners and students with literacy gaps can access the core content of the new math adoption. Student Ownership & Agency: The PD focuses on shifting the instructional model from passive teacher modeling to active student engagement.	Metric 1.2 – CAASPP Math Metric 1.14 – i-Ready Math

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
	require professional development in providing linguistic access for Multilingual Learners and strategies to shift from teacher-led modeling to student ownership of the Mathematical Practices. **Scope:** LEA-wide	By training teachers to facilitate Mathematical Practices (e.g., "Constructing viable arguments and critiquing the reasoning of others"), the action directly builds the self-efficacy and problem-solving stamina required for unduplicated students to move from "Orange" to "Green" performance bands.	
1.8	**Action:** Career Technical Education **Need:** The District will continue and expand CTE pathways.The identified need is to eliminate the performance disparity in "College and Career Readiness" for unduplicated student groups as highlighted by the 2025 California School Dashboard. While districtwide graduation rates are stable, internal analysis reveals a clear "completion gap": English Learners (EL), Low-Income (LI), and Foster Youth (FY) who do not complete a CTE pathway graduate at significantly lower rates than their CTE-completing peers. This data underscores a critical need to increase the percentage of unduplicated students who persist through a full three-course sequence. Furthermore, with 25 pathways across 12 sectors, there is a demonstrated need for specialized coaching through the CTE TOSA for Inclusive Practices. These supports are essential to ensure that industry-expert educators are equipped with AVID and ELD strategies, and that all course outlines meet rigorous A-G requirements, providing a high-	The District's CTE program addresses the achievement and readiness gap by providing unduplicated students with hands-on, contextualized learning that serves as a high-leverage vehicle for Integrated ELD and academic engagement. This action is principally directed toward EL, LI, and FY students by providing specialized linguistic scaffolds that make complex industry terminology accessible Providing these services on an LEA-wide basis is the most effective use of resources to ensure equitable access to high-cost specialized equipment, industry certifications, and internships regardless of a student's home school or zip code. This systemic consistency is the most effective way to close the opportunity gap and ensure that unduplicated students graduate as "Prepared" on Metric 1.4 (CTE Completion Rate)	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
	quality trajectory toward university admission and economic independence. **Scope:** LEA-wide		
1.9	**Action:** College and Career Readiness **Need:** The identified need is to address the widening performance gap within the College/Career Indicator (CCI) as evidenced by the 2025 California School Dashboard. While the "All Students" group and Foster Youth/Low-Income students achieved a Green (High) performance level, English Learners (EL) dropped to the Orange (Low) band and Homeless students performed in the Yellow (Medium) band. This disparity demonstrates a critical need for targeted interventions to ensure these specific subgroups meet "Prepared" status. Analysis indicates that EL and Homeless students face unique mobility and linguistic barriers that limit their access to A-G completion, Dual Enrollment, and the State Seal of Biliteracy. Consequently, there is a demonstrated need for a systemic, LEA-wide monitoring and counseling framework that proactively identifies these barriers and provides the specialized academic tracking necessary to close the readiness gap **Scope:**	The District addresses this need by providing a comprehensive College and Career Readiness safety net specifically designed to remove obstacles for EL and Homeless students who are also low income. This action implements quarterly "CCI Audits" conducted by counselors and TOSAs to ensure students are correctly placed in A-G and CTE sequences, alongside linguistic scaffolding to ensure Multilingual Learners succeed in rigorous coursework. By actively recruiting unduplicated students into Dual Enrollment and industry certification programs, the District provides an equitable "head start" on post-secondary credits. Providing these supports on an LEA-wide basis is the most effective strategy to ensure that systemic consistency exists across all high school sites. This approach is principally directed toward EL and Homeless students that are also low income —who are currently performing 1–2 color bands below their peers—ensuring that school instability or language barriers do not interrupt their trajectory toward "Prepared" status, regardless of their home zip code or school of attendance.	CCI Prepared (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
	LEA-wide		
1.11	**Action:** Multi-Tiered System of Support (MTSS) **Need:** Address high rates of chronic absenteeism and significant academic gaps among English Learners (EL), Low-Income (LI), and Foster Youth (FY). Analysis of the 2025 California School Dashboard reveals that these subgroups are disproportionately impacted by behavioral and social-emotional barriers that prevent consistent engagement in Tier I instruction. There is a critical need to move beyond siloed intervention models toward a unified Multi-Tiered System of Support (MTSS) that integrates academic, behavioral, and wellness data. Specifically, the District requires a standardized behavioral framework to ensure consistent expectations across all sites and a comprehensive data system to provide real-time progress monitoring, allowing staff to intervene proactively before students fall into the "Red" performance bands. **Scope:** LEA-wide	The District addresses this need through two systemic enhancements: the formation of a Behavior Steering Committee and the implementation of the Panorama data system. The Steering Committee creates standardized, trauma-informed behavioral systems to ensure that unduplicated students experience consistent support at every site. Simultaneously, Panorama provides a comprehensive "early warning" dashboard that aggregates academic and SEL data, enabling Collaborative Academic Support Teams (CAST) to move from anecdotal observations to data-validated interventions. This integration allows CAST to identify whether an EL student's struggle is rooted in linguistic, attendance, or social-emotional needs and provide targeted Tier 2 supports accordingly. Providing these supports on an LEA-wide basis is the most effective strategy for our most vulnerable learners who often experience school instability. A unified platform ensures that when a Foster Youth or McKinney-Vento student moves between district schools, their intervention history and wellness data follow them immediately. This approach is principally directed toward unduplicated students by eliminating "pockets of inequity" and ensuring every student has access to a standardized, high-quality safety net that promotes both academic growth and social-emotional wellness.	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)
1.12	**Action:** Science Center **Need:**	The District Science Center addresses this need by serving as a primary vehicle for excellent Integrated ELD, where the "need to communicate" during hands-on experiments drives natural	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
	Provide high-leverage opportunities for Integrated English Language Development (ELD) within core content areas to bridge the gap between social and academic language proficiency. While the 2025 Dashboard English Learner Progress Indicator (ELPI) shows growth in conversational English, a significant disparity remains in the use of complex, disciplinary language required for state assessments. Analysis indicates a critical need for phenomena-based learning environments where Multilingual Learners can transition from "everyday language" to "disciplinary language" through hands-on exploration. By utilizing science as a meaningful context for practicing the language of cause, effect, and analysis, the District addresses the need for English Learners, Low-Income, and Foster Youth to develop the rigorous academic vocabulary necessary for mastery of the Next Generation Science Standards (NGSS). **Scope:** LEA-wide	language acquisition. This action provides visual and kinesthetic scaffolds that remove the "text-only" barriers of traditional curriculum, utilizing science kits and "talk moves" to encourage students to argue from evidence and explain complex phenomena. Furthermore, the center builds teacher capacity by providing professional development on aligning ELD and Science standards, ensuring that every STEM lesson functions as a language lesson. Providing these resources on an LEA-wide basis is the most effective strategy to ensure that Integrated ELD excellence is a "guaranteed experience" across all sites. This model is principally directed toward unduplicated students by centralizing specialized equipment and expertise, ensuring that a student's access to rigorous, inquiry-based STEM supports is not limited by their school's local funding, but is instead standardized to facilitate long-term success on the CAST assessments.	
1.16	**Action:** Elementary Resource Teachers **Need:** Address the systemic achievement gaps in foundational literacy as evidenced by the 2025 California School Dashboard, which shows English Learners, Foster Youth, and Homeless subgroups performing in the Orange (Low) bands for ELA. A granular analysis of local	The District addresses this need by staffing Elementary Resource Teachers to school sites to facilitate targeted Tier 1 and Tier 2 small-group instruction. Using a specific literacy screener, these specialists will identify real-time learning gaps and lead high-intensity instructional cycles designed to remediate foundational skills. This action is principally directed toward our most vulnerable learners—including LTELs and Homeless youth who are also low income —by	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)

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	assessment data reveals that Long-Term English Learners (LTELs) and primary-grade students in high-poverty areas are struggling to master essential decoding and phonemic awareness skills. There is a critical need for intensive, early intervention in Grades K–2 to ensure that unduplicated students do not reach the testing grades with existing "learning debt." Without specialized literacy support to remediate these foundational gaps early, these student groups face a high risk of continued performance in the lower Dashboard bands, necessitating a proactive, data-driven instructional mode **Scope:** LEA-wide	providing them with "double-dose" literacy support using research-based curriculum specifically designed to accelerate decoding and fluency. Research that supports this action is grounded in John Hattie's work discussing how strong MTSS systems can have a massive effect size of 1.07 making it one of the most powerful success stratgies for accelerating growth. Providing this support on an LEA-wide basis is the most effective strategy to ensure equitable foundational access across all elementary sites. By standardizing the presence of a Resource Teacher district-wide, the District ensures that a student's access to early intervention is not determined by their school's individual budget or enrollment size. This systemic approach is vital for Homeless who are also low income and Foster Youth who may experience school mobility, as it guarantees that their specialized literacy cycles and data-driven supports remain consistent and uninterrupted regardless of which district school they attend. This "early-and-often" intervention model is the District's primary strategy for improving future Dashboard outcomes in the upper elementary grades.	Local Math indicator (iReady Median and Proficiency) (Metric 1.14)
1.17	**Action:** Visual and Performing Arts (VAPA) **Need:** Address the significant engagement and achievement gaps for English Learners (EL), Low-Income (LI), and Foster Youth (FY) by utilizing the arts as a vehicle for academic and social-emotional growth. Analysis of the 2025 California School Dashboard indicates that	The District addresses this need by expanding access to VAPA courses, instructional materials, and professional performances that are principally directed toward unduplicated students. This action integrates linguistic scaffolding and AVID strategies into arts instruction, allowing Multilingual Learners to practice the language of critique, analysis, and collaboration through kinesthetic and visual mediums. By providing VAPA teachers with specialized professional development in Integrated	# of VAPA teachers (Metric 1.19)

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	these student groups perform in the Red and Orange bands for ELA and Mathematics and face higher rates of Chronic Absenteeism. Research confirms that VAPA instruction is a high-leverage strategy for these populations, as it provides the "meaningful context" necessary to develop complex academic language and improves school connectedness. There is a demonstrated need to provide unduplicated students with immersive, phenomena-based arts experiences that allow them to move from social language to disciplinary language in a low-stakes, high-interest environment, ultimately boosting the foundational literacy and math skills required to close the performance gap. **Scope:** LEA-wide	ELD, the District ensures that every arts lesson serves as a language-rich environment that supports vocabulary acquisition for ELs and provides Foster Youth with essential outlets for self-expression and trauma-informed engagement. Providing these resources on an LEA-wide basis is the most effective strategy to ensure instructional equity across all sites. This model ensures that high-quality instruments, specialized materials, and field trip opportunities are not restricted by a school's local fundraising capacity but are guaranteed to all students. For our most mobile Foster Youth and Homeless students, this LEA-wide consistency provides a stable "creative home," ensuring that their participation in arts pathways and their development of academic identity remains uninterrupted regardless of school transitions	
1.18	**Action:** Secondary Academic Support **Need:** The identified need is to address the significant disparity in college and career readiness for Multilingual Learners, as evidenced by the 2025 California School Dashboard College/Career Indicator (CCI). Currently, only 17.6% of English Learners are classified as "Prepared," compared to 51.1% of the "All Students" group, placing them in the Yellow performance band. This gap is even more pronounced for Long-Term English Learners (LTELs), who performed at only	The District addresses this need by expanding access to rigorous learning experiences and providing a comprehensive suite of "safety net" services including AVID, credit recovery, and extended learning programs. This action is principally directed toward English Learners, Low-Income, and Foster Youth by providing targeted, structured instructional time to close foundational gaps and receive individualized academic coaching that may be unavailable outside of the school setting. By prioritizing unduplicated students for enrollment in AP/IB support sessions and STEM enrichment, the District ensures that these learners are not only enrolled in high-level	Advanced Placement and International Baccalaureate participation (Metric 1.7)

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	15.5% proficiency, landing in the Orange band. Data analysis reveals that these subgroups are underrepresented in Advanced Placement (AP), International Baccalaureate (IB), and rigorous STEM coursework. There is a critical need to remove the systemic barriers that prevent unduplicated students from accessing high-level curriculum and to provide integrated academic supports—such as credit recovery and AVID—to ensure these students achieve A-G completion and post-secondary eligibility **Scope:** LEA-wide	courses but have the scaffolding necessary to succeed in them. Providing these supports on an LEA-wide basis is the most effective strategy to ensure instructional equity across all secondary sites. This model ensures that specialized resources like Dual Language programs and summer bridge opportunities are standardized district-wide, preventing "pockets of inequity" where a student's access to college-prep support is limited by their home school's budget. For our highly mobile Foster Youth and Homeless students, this LEA-wide consistency provides a stable academic trajectory, ensuring that their progress toward A-G completion and "Prepared" status remains uninterrupted regardless of school transitions.	
1.19	**Action:** P21 Specialists **Need:** The identified need is to increase the enrollment and completion rates of rigorous Career Technical Education (CTE) and STEM pathways for unduplicated student groups. Analysis of the 2025 California School Dashboard College/Career Indicator (CCI) reveals that Long-Term English Learners (LTELs), Homeless students, and Students with Disabilities (SWD) are performing in the Orange (Low) band, while English Learners and Foster Youth are in the Yellow (Medium) band. Internal data suggests that while unduplicated students may enroll in introductory CTE courses, they face significant barriers—including linguistic complexity and a	The District addresses this need by placing P21 Specialists at each comprehensive high school to serve as dedicated coordinators for CTE pathway development and STEM inclusion. These specialists address the achievement gap by collaborating with CTE teachers to integrate linguistic scaffolds and "talk moves" within technical courses, ensuring that Multilingual Learners can master complex industry terminology. For Low-Income and Foster Youth, P21 Specialists provide an essential layer of academic case management, coordinating with teachers to front-load content and sequence ideas in a way that ensures mastery of rigorous technical standards. Providing this support on an LEA-wide basis is the most effective strategy to ensure that equitable access to 21st-century skills is not localized to a single school site. This model is principally	Percentage of students completing a CTE Pathway (Metric 1.4)

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	lack of individualized academic monitoring—that prevent them from completing the full three-course sequence required for "Prepared" status. There is a critical need for P21 Specialists to bridge this gap by providing targeted recruitment, industry-aligned academic support, and specialized language development to ensure these vulnerable subgroups successfully navigate and complete high-demand pathways. **Scope:** LEA-wide	directed toward unduplicated students by standardizing the recruitment and support systems across the district, ensuring that regardless of a student's home school, they have a dedicated advocate to help them navigate industry certifications and internships. This systemic consistency is vital for closing the opportunity gap, ensuring that our most vulnerable learners are prepared for high-wage, high-growth careers as reflected in Metric 1.4 (CTE Completion Rate)	
1.22	**Action:** Student Achievement Data Analysis, Progress Monitoring Software, Student Achievement Committee, and Student Achievement Professional Learning **Need:** The identified need is to move beyond aggregate data reporting toward a system of disaggregated, real-time progress monitoring to address the persistent achievement gaps for English Learners (EL), Low-Income (LI), and Foster Youth (FY). Analysis of the 2025 California School Dashboard reveals that while broad trends may appear stable, unduplicated subgroups consistently perform in the Red and Orange bands in ELA and Mathematics. There is a demonstrated need for sophisticated data analysis and monitoring software to help educators distinguish whether a student's academic struggle is rooted in a disciplinary skill gap or a language proficiency barrier.	The District addresses this need by integrating advanced monitoring software (e.g., i-Ready, Ellevation) and establishing a Student Achievement Committee to lead district-wide data protocols. This action is principally directed toward unduplicated students by providing teachers with "early warning" indicators that trigger immediate Tier 2 interventions. Through specialized professional learning, educators learn to use language-specific data to scaffold Tier 1 instruction effectively, ensuring that Multilingual Learners are not misidentified for intervention when their primary need is linguistic access. Providing these data systems and committees on an LEA-wide basis is the most effective strategy to ensure instructional accountability and systemic consistency across all sites. This model ensures that a student’s academic progress is tracked with the same level of rigor and precision regardless of their school site. For our most mobile populations, such as Foster Youth and Homeless students, this LEA-wide infrastructure provides a vital "digital	SBAC/CAA/LTEL (ELA) & CA Dashboard ELA (Metric 1.1) SBAC/CAA/LTEL (Math) & CA Dashboard Math (Metric 1.2)

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	Without a unified Student Achievement Committee and specialized professional learning, teachers lack the high-leverage data analytics necessary to provide the precise, scaffolded instruction required to move "at-promise" students into the Green and Blue performance levels. **Scope:** LEA-wide	backpack," ensuring that their achievement data, growth targets, and intervention history follow them instantly within the district, preventing the loss of instructional momentum and ensuring a continuous trajectory toward college and career readiness.	
1.25	**Action:** Assessment and Ed. Tech Support **Need:** Analysis of 2024–25 and 2025–26 California School Dashboard data and local iReady benchmark assessments reveals a persistent achievement gap for unduplicated student groups. Specifically: Proficiency Gaps: iReady Reading data shows only 25% of English Learners (EL) are on or above standard, compared to 68% of English Only (EO) students. In Mathematics, a similar disparity exists, with 25% of ELs at standard compared to 62% of EOs. Distance from Standard: Foster Youth (FY) continue to perform significantly below the state average, with a 125.1-point deficit in Math. Instructional Barriers: There is a documented need for "Best First Instruction" that integrates digital tools with high-leverage pedagogical strategies. Our educators require sustained coaching and a systematic learning protocol to	The LEA has determined that providing Assessment and EdTech Curriculum Support on a district-wide basis is the most effective use of Supplemental and Concentration funds to meet the needs of unduplicated students for the following reasons: Ensuring Equity of "Best First Instruction": Achievement gaps for EL and LI students are present across all school sites. An LEA-wide coaching model ensures that every unduplicated student, regardless of their school's geographic location or local funding, has access to a teacher trained in a systematic learning protocol. This prevents the "dilution" of specialized services and ensures a uniform standard of instructional rigor. Continuity for Highly Mobile Populations: Foster Youth and students experiencing homelessness often move between schools within the district. An LEA-wide implementation of these support protocols ensures that these students encounter consistent instructional strategies and technology interfaces at every site, reducing the learning loss associated with mobility	# of personnel employed to support Office of Student Achievement and Ed Tech (Metric 1.22, 1.23)

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	ensure that 1:1 technology is used to provide the linguistic and academic scaffolding required by our EL, LI, and FY populations. **Scope:** LEA-wide	and supporting the goal of reducing chronic absenteeism. Scalability of Expertise: To close a 35%+ proficiency gap, the district must move beyond isolated "pilot" programs. A centralized coaching team allows for the rapid scaling of high-leverage strategies (e.g., scaffolded digital ELD) that are most effective for our unduplicated populations, ensuring that the district's most vulnerable learners are prioritized in every classroom. Democratizing Technical Rigor: An LEA-wide approach removes "gatekeeping" of advanced STEAM and digital tools at higher-wealth sites, ensuring that students in unduplicated subgroups have equitable access to the coaching and resources necessary to meet College/Career Readiness (CCI) standards.	
2.3	**Action:** Increase Attendance and Enrollment Rates **Need:** Analysis of the 2025 California School Dashboard and current local data reveals a critical and widening engagement gap among our most vulnerable student populations. While McKinney-Vento (Homeless students who are also low income) students showed a marginal improvement with a 32.4% chronic absenteeism rate (a 0.7% decline), the data for Foster Youth indicates a systemic crisis, with chronic absenteeism rising to 35.5%—a significant 6.9% increase from the previous year. This lack of school connectedness directly impedes academic progress; currently, only	Providing these integrated academic and attendance supports on an LEA-wide basis is the most effective method to combat the systemic inequities and high mobility rates characteristic of our Foster Youth and McKinney-Vento populations. Instructional and Support Continuity: Given that over one-third of Foster Youth and McKinney-Vento students who are also low income face barriers to regular attendance, an LEA-wide model provides essential stability. When students transfer between district schools, they encounter identical Google Workspace environments, AVID structures, and coordinated site-level resources, significantly reducing the "transfer trauma" and learning loss that typically follows school instability.	% Attendance rate (Metric 2.3) % Chronic absenteeism rate (Metric 2.4)

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	25% of English Learners and Low-Income students meet or exceed standards in Mathematics and Reading on iReady benchmarks. There is a documented need for a multi-tiered approach that combines "stealth learning" (e.g., eSports, robotics, and drone leagues) to increase student interest with TOSA-led instructional coaching to ensure that high-quality, scaffolded "Best First Instruction" (GLAD, AVID, Thinking Maps) is delivered daily to move these student groups toward the Green performance tier. Urgent Engagement Gap: The 6.9% surge in Foster Youth absenteeism necessitates a shift toward inclusive, student-centered STEAM environments and reinforced identification systems to provide the "real-world" relevance and mentoring required to stabilize attendance. Persistent Achievement Disparity: With a 37–43% proficiency gap between unduplicated students and their peers, there is a vital need for sustained professional development to ensure that the district's 19,000-device infrastructure is used for rigorous, standards-aligned instruction that addresses specific "Distance from Standard" deficits. **Scope:** LEA-wide	Equitable Resource Coordination: A centralized approach ensures that a student's access to high-interest STEAM programming and specialized mentoring is not a "zip code lottery." By providing these services LEA-wide, the district ensures that the principally directed supports—such as targeted outreach and best-first instruction—reach the students with the greatest need regardless of their home school assignment.	
2.4	**Action:** Student and Community Services Administrator	The Executive Director will provide district-wide oversight of child welfare, attendance, health services, counseling, and school connectedness, supporting the expansion and strengthening of	Middle school dropout rate (Metric 2.6) High school dropout rate (Metric 2.5)

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	Need: Per the 2025 CA Dashboard, 35.5% of Foster Youth students were chronically absent- an increase of 6.9% from the previous year; 32.4% of McKinney-Vento students were chronically absent- a decline of 0.7% from the previous year. Per the CA Dashboard, 69.1% of McKinney-Vento students and 75.9% of Foster Youth students improved their ELA scores from the prior year; 65.5% of McKinney-Vento students and 67% of Foster Youth students improved their scores from the prior year. **Scope:** LEA-wide	student engagement from preschool through grade 12. The role places a particular emphasis on improving engagement and outcomes for low-income students and foster youth, and is responsible for developing and implementing procedures and programs that directly address the needs of these student groups.	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)
2.6	**Action:** Additional Health Supports **Need:** While the district saw a general decrease in chronic absenteeism to 12.2%, a significant disparity remains for unduplicated pupils who face health-related barriers to attendance. The 2025 California Dashboard and local health records indicate that current vision and hearing screening rates for Grades K, 2, 5, and 8 remain below 90%, leaving at least 10% of the student population with unaddressed sensory barriers to learning. There is a documented need for additional nursing capacity to provide targeted health education and outreach, helping families—particularly those of English Learners (EL), Low-Income	Providing supplemental nursing support and standardized health screenings on an LEA-wide basis is the most effective way to ensure that student health is not a "zip code" barrier to academic success. By centralizing these health services, the district ensures that the most vulnerable students receive the same level of medical advocacy and preventative care, regardless of their school site's local resources. Standardization of Preventative Care: An LEA-wide nursing model ensures that vision and hearing screenings reach 100% completion across all campuses. This systemic approach is principally directed at EL, LI, and FY students who may not have regular access to private screenings, ensuring that sensory barriers to learning are identified and mitigated early in their educational career.	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)

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	(LI) and homeless students that are also low income, and Foster Youth (FY)—distinguish between minor illness and significant health concerns to reduce unnecessary absences. Health-Based Attendance Barriers: Unduplicated students often lack timely access to affordable physical, dental, and vision care; there is a critical need for on-campus nursing staff to conduct proactive follow-ups on missed screenings and provide immediate assessments that keep students in class when medically appropriate. Information & Access Gap: Families of EL and FY students require culturally and linguistically responsive outreach to navigate community health resources; additional nursing support is needed to serve as a bridge between the school and external providers, ensuring that health issues do not become chronic drivers of absenteeism. **Scope:** LEA-wide	Continuity of Support for Mobile Populations: For Foster Youth students who transfer between schools, an LEA-wide health protocol ensures their medical records and screening history follow them seamlessly. This centralized oversight allows nursing staff to provide consistent health-based attendance counseling and community referrals, maintaining a stable support system that directly addresses the district's goal of reducing chronic absenteeism	
2.7	**Action:** Student Intervention Resources and Support **Need:** To address the disproportionately high barriers to learning faced by English Learners (EL), Low-Income (LI), and Foster Youth (FY), the district must expand its capacity to provide comprehensive, district-coordinated wellness supports. 2025 California Dashboard data and internal referral trends show a marked	Providing coordinated wellness and community-based health supports on an LEA-wide basis is the most effective use of Supplemental and Concentration funds because it creates a centralized "Safety Net" that follows the student, rather than being tied to a specific school site’s local partnerships. Systemic Barrier Removal: An LEA-wide approach allows the Student & Community Services department to negotiate and manage district-level partnerships with CBOs. This ensures that a	LCAP Survey - I Feel Safe at School; My Child is Safe at School (Metric 2.10) Chronic Absenteeism (Metric 2.4)

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	increase in mental health needs and a persistent 12.2% chronic absenteeism rate district-wide, with much higher concentrations among unduplicated groups. There is a documented need to bridge the gap between school and community-based healthcare, as these students often lack access to timely, culturally responsive medical and mental health interventions, which directly impedes their attendance and academic persistence. Inequitable Healthcare Access: Stakeholder feedback and district data confirm that our most vulnerable students face significant hurdles in accessing affordable healthcare; there is a critical need for coordinated Student & Community Services to provide a "warm hand-off" to community-based organizations (CBOs) to address physical and mental health crises. Rising Mental Health Demands: With increased internal referrals for wellness support, there is a vital need for culturally responsive and timely interventions that fulfill state and federal obligations while ensuring that mental health challenges do not become a permanent barrier to school engagement and academic achievemen **Scope:** LEA-wide	Foster Youth or McKinney-Vento student at any campus—regardless of that site's size or location—has immediate access to the same high-quality mental health and wellness resources, creating a uniform standard of care. Support Continuity for High-Mobility Groups: Given the high rates of residential instability for our Foster Youth and Homeless populations, a centralized wellness model is essential. When a student transfers between district schools, their wellness plan and connection to community partners remain intact. This LEA-wide consistency is principally directed at stabilizing the student's environment, reducing the "transfer trauma" that drives high absenteeism, and ensuring they remain present and ready to learn.	
3.1	**Action:** School site allocations **Need:**	The district has determined that providing a centralized, formula-based allocation and oversight framework on an LEA-wide basis is the	% LCFF supplemental funding spent by sites (Metric 3.18)

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	Despite LEA-wide initiatives, 2025 Dashboard data and iReady benchmarks show that English Learners (EL), Low-Income (LI), and Foster Youth (FY) students experience localized "participation and achievement gaps" that vary by campus context. There is a documented need for intensified, site-specific interventions to address these disparities. Stakeholder feedback from parents and caregivers of unduplicated pupils consistently highlights a need for increased bilingual outreach and targeted academic remediation to navigate systemic linguistic and socio-economic barriers. Without a mandated, data-driven framework for site-level spending, supplemental resources risk being diluted, failing to reach the students whose 35.5% chronic absenteeism (FY) and 25% math proficiency (EL) necessitate the most urgent support. Instructional Continuity and Transparency: For highly mobile Foster Youth and McKinney-Vento students,who are also low income, a standardized LEA-wide approach to site-based supports ensures that their specific interventions (e.g., Resource Teacher support) remain consistent if they transfer schools. This transparent, data-driven "equity check" allows the district to monitor and pivot resources in real-time, ensuring that supplemental funds are effectively transformed into tangible student-facing outcomes that move student groups from Orange/Red to Green on the Dashboard. **Scope:**	most effective method for ensuring systemic equity for the following reasons: Elimination of "Pockets of Inequity": While funds are spent at individual sites, the LEA-wide framework and 90% expenditure floor (Metric 3.18) ensure a uniform standard of service. This prevents "luck of the draw" inequities, guaranteeing that an EL or LI family receives the same high-quality bilingual communication and instructional intervention regardless of their school of attendance. Instructional Continuity and Transparency: For highly mobile Foster Youth and McKinney-Vento students who are also low income, a standardized LEA-wide approach to site-based supports ensures that their specific interventions (e.g., Resource Teacher support) remain consistent if they transfer schools. This transparent, data-driven "equity check" allows the district to monitor and pivot resources in real-time, ensuring that supplemental funds are effectively transformed into tangible student-facing outcomes that move student groups from Orange/Red to Green on the Dashboard	

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	LEA-wide		
3.2	**Action:** Administrative Support for Categorical Programs **Need:** Analysis of the 2025 California School Dashboard indicates that while English Learners (EL) have reached the Yellow tier in ELA, Math, and EL Progress, significant disparities persist for other unduplicated groups. Socio-economically Disadvantaged (SED) students remain in the Orange tier for Mathematics, and Foster Youth (FY) face a multi-dimensional crisis, performing in the Orange tier for ELA, Math, and Suspensions, and the Red tier for Chronic Absenteeism. There is a documented need for dedicated personnel to systematize cross-departmental accountability, ensuring that budget, assessment, and technology resources are deployed with fidelity to move these high-needs groups from Orange/Red to Green. Systemic Monitoring Gap: Without a centralized interface between sites and the budget/technology departments, supplemental services risk inconsistent implementation; there is a critical need for oversight to ensure that equity-based funding is directly impacting the Foster Youth Red-tier status in absenteeism. Data-Driven Intervention: To bridge the "Yellow to Green" gap for EL and SED students, the district requires a systematic learning and assessment protocol that tracks	Providing a centralized accountability and oversight framework on an LEA-wide basis is the most effective method for ensuring that equity is a district-wide guarantee rather than a site-based variable. Fidelity of Implementation: An LEA-wide oversight model ensures that every school site adheres to a uniform standard of service for unduplicated pupils. By interfacing directly with the budget and technology departments, this action prevents the "siloing" of resources and guarantees that the principally directed supports—such as specialized ELLD software or Foster Youth mentoring—are implemented with the same level of fidelity at every campus. Systemic Equity Check: For highly mobile student populations like Foster Youth, a centralized accountability system is essential. It ensures that their performance data and service entitlements are tracked across site boundaries, preventing students from "falling through the cracks" during school transfers. This LEA-wide "equity lens" allows the district to identify and scale successful strategies globally, providing a transparent, data-driven pathway to the Green performance tier for all high-needs subgroups.	% 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
	real-time student outcomes, allowing for immediate course correction when site-level interventions stall. **Scope:** LEA-wide		
3.5	**Action:** Safe and Welcoming Schools **Need:** Using school site attendance data, the California Dashboard and the LCAP survey Orange Unified has identified the need to place a more intentional effort in providing a welcome and safe school environment for English Learners, Foster Youth, and Low Income Students. There is a critical need for staff to be trained to implement effective methods to communicate with students during times of stress and instability in order to promote feelings of safety and engagement. District wide chronic absenteeism rates indicate that unduplicated students have a clear need for increased efforts around improving attendance and engagement comapred to the all student group:all/ 20.8%, SED 26.9%, EL 25.4% , FY 34% . **Scope:** LEA-wide	These actions will directly address the needs of unduplicated pupils by providing staff and students with strategies and systems to feel safe and be productive in a restorative and positive learning climate rather than a punitive environment. Training staff to be more aware of the anxiety and the language barriers that our multilingual students may be facing will help support a more empathetic and positive learning environment..This action will be provided on an LEA wide basis in order to promote equitable services at every school site regardless of unduplicated population size, additionally providing these sevices for all students will promote safety and engagement across all campuses.	Metric 3.9 and 2.4
3.6	**Action:** Counseling Services	Providing a centralized counseling framework and specialized COSA support on an LEA-wide basis	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: While academic growth is evident, 2025 California Dashboard data and internal mental health referrals confirm that unduplicated student groups face significant social-emotional and resource-based barriers that impede daily attendance. With Foster Youth chronic absenteeism at 35.5% and McKinney-Vento at 32.4%, there is a documented need for intensive, tier-2 and tier-3 behavioral supports. Stakeholder input consistently identifies health, wellness, and prosocial skill development as top priorities. Current data reflects a need for specialized counseling to provide college/career guidance and prosocial instruction to bridge the "engagement gap" and move students from the Red/Orange tiers toward Green. Social-Emotional & Access Gaps: Unduplicated students encounter higher rates of trauma and reduced access to essential wellness resources; there is a critical need for direct counselor check-ins for Foster and Low-Income students to reduce the perceived teacher-to-student ratio and provide a personalized safety net. Systemic Attendance & Discipline Barriers: High absenteeism and suspension rates among FY and LI students indicate a need for a Counselor on Special Assignment (COSA) to provide expert intervention in SARB (School Attendance Review Board) meetings and the Student Success Panel, ensuring that discipline issues are addressed through a restorative, rather than exclusionary, lens.	is the most effective use of Supplemental and Concentration funds to ensure that mental health and attendance interventions are standardized across the district. Equity in Prosocial and Career Instruction: An LEA-wide model ensures that every student, regardless of their school site, receives the same high-quality classroom lessons on prosocial skills and college/career readiness. This prevents "pockets of inequity" and ensures that English Learners and Low-Income students at every campus are equipped with the soft skills and post-secondary information necessary to improve College/Career Indicator (CCI) outcomes. Uniformity of Intervention for Mobile Students: Highly mobile Foster Youth and Homeless students require a consistent intervention protocol. By centralizing the COSA role and the Student Success Panel, the district ensures that a student’s attendance contract or behavioral support plan remains consistent if they move between sites. This LEA-wide oversight provides the stable, "principally directed" advocacy required to reduce chronic absenteeism and keep our most vulnerable learners connected to the school community.	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
	Scope: LEA-wide		
3.8	**Action:** Technology, Devices **Need:** Analysis of our 2025 California School Dashboard reveals that our district's English Learner Progress Indicator (ELPI) rate is currently 47.5%. With English Learners comprising 14.5% of our student body—including a growing 3% newcomer population—there is a critical need to actively dismantle language barriers to improve academic outcomes. Recent LCAP community surveys and Needs Assessments indicate that our EL, Low-Income (LI), and Foster Youth (FY) families face a dual barrier: severe language constraints and a "digital divide" where households rely solely on district-provided student devices for school connection. Because the district currently employs only one centralized translator for high-level meetings, school sites lack the immediate, on-demand language support staff required to welcome Newcomer families, discuss academics, or provide requested parent education. **Scope:**	To directly address these communication and connectivity barriers, we are increasing and improving services by deploying specialized technology—specifically handheld Pocketalk devices and mobile hotspots—principally directed toward our unduplicated students. By equipping all campuses with 2-4 Pocketalk devices, front-office staff and teachers can instantly bypass the lack of site-level human translators to provide seamless, two-way verbal translation in over 80 languages. This allows staff to foster immediate school-to-home partnerships, support student attendance, and communicate vital parent education topics requested in surveys, such as understanding digital literacy and cybersecurity. Furthermore, the deployment of mobile hotspots ensures that LI, FY, and EL students have the reliable home internet access required to use their district devices for core curriculum and language intervention. By securing both the technological connection and the communicative relationship, this action effectively supports our goal of accelerating academic achievement and improving our 47.5% ELPI rate.The distribution of these devices districtwide is to meet the needs of all sites with all langauges to promote equity and inclusion for all students and cultures.	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
	LEA-wide		
3.11	**Action:** Communication Tools and Resources **Need:** The identified need is to bridge the significant communication gap between the District and the families of English Learners (EL), Low-Income (LI), and Foster Youth (FY) students. Analysis of the 2025 LCAP Parent Surveys indicates that families in the Orange and Red performance bands frequently cite "lack of bilingual resources" and "concerns about digital safety" as barriers to school engagement. There is a critical need for a unified, two-way communication platform that provides real-time translation to ensure that language is not a barrier to student success. Additionally, as students increasingly utilize district-provided devices, there is a demonstrated need for Cybersecurity and Digital Citizenship workshops to empower parents—particularly those in underserved communities who may have limited access to tech-safety resources—with the tools to protect their children from online risks. **Scope:** LEA-wide	The District addresses this need by utilizing ParentSquare as the primary vehicle for inclusive communication and hosting a series of Parent Cybersecurity Workshops. This action is principally directed toward unduplicated students by leveraging ParentSquare's automatic two-way translation in 100+ languages, ensuring EL families can communicate directly with teachers and receive vital district updates in their home language. The cybersecurity workshops address the "digital divide" by providing LI and FY families with the same level of digital literacy and safety training available in higher-income areas. Providing these tools on an LEA-wide basis is the most effective strategy to ensure equitable engagement across the district. A standardized platform ensures that "Contactability" (the ability to reach 100% of families) is a district-wide guarantee rather than a school-by-school variable. For our Foster Youth and Homeless students, this LEA-wide consistency is vital; ParentSquare ensures that their contact information and school history follow them instantly within the district, maintaining a stable line of communication between the school and the caregiver, which is critical for reducing chronic absenteeism and improving academic outcomes.	average # of parents participating in a workshops/training (Metric 3.4) Parental participation in programs for unduplicated pupils (Metric 3.7)
3.14	**Action:** Parent and Family Engagement **Need:**	Providing a standardized suite of engagement resources—such as translation software, parent-education stipends, and consultants—on an LEA-wide basis is the most effective method to ensure	average # of parents participating in a workshops/training (Metric 3.4)

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
	To achieve the district goal of increasing parent participation from 2,524 to 4,000 families by Year 3, the district must address significant systemic barriers to engagement. Analysis of LCAP stakeholder feedback and school climate surveys reveals a persistent demand for expanded primary language access in all forms of family communication. With an English Learner (EL) population exceeding 55%, current outreach efforts are often hindered by a lack of real-time translation and localized bilingual resources. There is a documented need for a centralized infrastructure—including specialized software, professional consultants, and interpretation stipends—to ensure that families of EL, Low-Income (LI), and Foster Youth (FY) students can move from passive recipients of information to active partners in their children's academic growth. Primary Language Access Gap: Stakeholder results explicitly highlight that the lack of consistent communication in a family's home language is a primary deterrent to participation; there is a critical need for stipends and translation technology to facilitate two-way dialogue between schools and the 55% of our community that is EL. Resource and Opportunity Deficit: To bridge the 1,476-participant gap, the district requires specialized training, workshops, and conferences that are principally directed toward the socio-economic and linguistic needs of unduplicated families, providing them the tools to support literacy and math acquisition at home.	that a family's ability to advocate for their child is not limited by their school site's local budget. Systemic Standardization of Communication: By centralizing the management of interpretation stipends and translation tools, the district ensures a uniform standard of primary language access at every campus. This prevents "communication deserts" and ensures that the 55% EL population receives consistent, high-quality information regardless of the site they attend. Stability for High-Mobility Families: For Foster Youth and McKinney-Vento families, who may move between schools within the district, an LEA-wide engagement framework ensures that their access to bilingual workshops and resources remains uninterrupted. This centralized oversight is principally directed at maintaining a stable connection between the district and our most vulnerable households, which is essential for closing the participation gap and improving long-term student outcomes on the Dashboard.	Parental participation in programs for unduplicated pupils (Metric 3.7)

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
	Scope: LEA-wide		
3.15	**Action:** LCAP Survey **Need:** Analysis of previous engagement cycles and local climate data reveals a persistent "participation gap" among families of English Learners (EL), Low-Income (LI) students, and Foster Youth (FY). Current engagement metrics show only 2,524 active families, while our target is 4,000 by Year 3. Direct stakeholder feedback from the most recent LCAP survey explicitly indicated a critical need for increased, high-quality communication in families' primary languages. Stakeholders noted that a lack of consistently translated materials and bilingual outreach creates a significant systemic barrier, preventing over 55% of our EL community from effectively navigating district services or contributing to school-site decision-making. Primary Language Communication Gap: Over half of our student population (55% EL) resides in homes where a language other than English is spoken; there is a documented need for professional-grade translation of all district instruments to ensure these families have equitable access to the feedback loop. Structural Barriers to Feedback: Traditional meeting structures often exclude working LI and FY families; there is a need for a multi-	Providing an intensified, multi-modal engagement infrastructure and professional translation on an LEA-wide basis is the most effective use of Supplemental and Concentration funds to ensure that the "voice" of unduplicated families is heard uniformly across the district. Standardization of Linguistic Equity: By centralizing translation and "Listen & Learn" sessions, the district ensures that a family's ability to provide feedback and access information is not limited by their school site's individual bilingual staffing levels. This LEA-wide framework is principally directed toward the 55% EL population, guaranteeing a consistent, high-quality standard of primary language access regardless of where the student is enrolled. Systemic Accountability and Transparency: For highly mobile Foster Youth and McKinney-Vento families, a centralized "You Said, We Did" framework ensures their feedback follows them across sites. This LEA-wide oversight ensures that the self-identified needs of our most vulnerable students are transparently mapped to budget allocations at every campus. This systemic approach is the most effective way to remove the "participation barrier," ensuring that families are empowered partners in moving student outcomes from the Red/Orange tiers toward Green.	# 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
	modal engagement infrastructure that utilizes flexible scheduling and "You Said, We Did" transparency to build trust and increase participation by 1,476 families **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:** Analysis of current California School Dashboard data reveals a critical plateau in linguistic growth, with the English Learner Progress Indicator (ELPI) remaining flat at 47.5% of students progressing at least one proficiency level. This stagnation is particularly acute among the district's 354 Long-Term English Learners (LTELs), whose academic performance in core content areas remains in the Red category for both ELA and Math. These data points signify a systemic need for specialized instructional scaffolds and real-	To address the "Red" performance levels in ELA and Math, the Office of Accountability will provide focused professional development on Integrated and Designated ELD strategies. This ensures that ELs, RFEPs, low-income, and foster youth receive equitable access to rigorous content in Math, Science, and Social Studies. By utilizing a teacher-developed observation protocol, site leadership will move beyond general oversight to specific instructional calibration. This identifies precisely where academic language scaffolds are lacking, allowing for real-time coaching that directly targets the vocabulary and writing deficits reflected in our low ELPAC reading scores and iReady data.Research that supports this action is found in John Hattie's Visible Learning research, which demonstrates that instructional scaffolding (effect	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) Local ELA indicator iReady Proficiency (Metric 1.13)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	time monitoring to disrupt the trend of academic "stalling." To move toward the district's goal of annual upward movement on the ELPAC, there is an urgent requirement for calibrated professional development in Integrated and Designated ELD and the implementation of site-based tracking systems. These tools are necessary to ensure that LTELs receive the targeted academic language support required to transition out of the Red performance level and achieve mastery across all content areas. **Scope:** Limited to Unduplicated Student Group(s)	size 0.82) and explicit vocabulary instruction (effect size 0.62) are highly effective strategies that significantly accelerate student achievement. The transition to Dynamic LTEL Success Profiles (site-based data tracking) addresses the need for immediate, localized intervention. By consolidating CAASPP, ELPAC, and curriculum-based assessment data into a single accessible point, administrators and teachers can move from retroactive data analysis to proactive instructional planning. This ensures that the 354 LTELs are not just "tracked," but are provided with individualized "burst" interventions in content-area vocabulary and complex sentence structures, which are the primary barriers to reclassification and mastery of the Common Core State Standards. Research that supports this action comes from Laurie Olson (2010) who discusses that reversing LTEL stagnation requires active, individualized data tracking rather than passive monitoring.	
1.2	**Action:** EL Academic Support Services **Need:** Analysis of the California School Dashboard reveals a significant performance gap between English Learners (EL) and the 'All Students' group. While the 'All Students' group performed at the green level in ELA and the yellow level in Math, EL students are currently at the yellow level in both categories. This disparity indicates that core instruction alone is not meeting the linguistic and academic needs of our EL population. There is a critical need for centralized, data-driven monitoring and specialized instructional support to translate	To address the achievement gap where English Learners (EL) currently perform at the Orange level on the California School Dashboard—compared to the Yellow/Green levels of their peers—the Office of Accountability will maintain a centralized Language Assessment Center to provide an essential layer of supplemental academic monitoring. Assessment Clerks will ensure the timely and accurate administration of the Initial and Summative ELPAC, moving beyond basic compliance by providing immediate data snapshots to Instructional Specialists upon a student’s completion of testing. This streamlined data hand-off allows Instructional Specialists to immediately intervene with targeted professional development and coaching in Project GLAD	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
	ELPAC proficiency data into immediate classroom interventions, ensuring EL and RFEP students can access grade-level content and accelerate toward reclassification. **Scope:** Limited to Unduplicated Student Group(s)	(Guided Language Acquisition Design) and research-based scaffolding. By ensuring that teachers have the most current language proficiency data at their fingertips, the district can directly address the "absence of academic language" and vocabulary gaps identified in CAASPP and ELPAC scores. This collaborative cycle ensures that the assessment process is a strategic starting point for accelerated reclassification and improved content mastery for both EL and RFEP students.	
1.3	**Action:** EL and Academic Language Supplemental 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)	To address the Red and Orange performance levels at Prospect, Sycamore, Fairhaven, and Cambridge, this action utilizes supplemental and concentration funds to create a tiered intervention model that exceeds the district's core educational program. The first phase focuses on "Data Immediacy" through the funding of Language Assessment Clerks. These clerks are principally directed to ensure that our English Learners and economically disadvantaged students are not delayed in receiving support due to administrative backlogs. By facilitating rapid ELPAC and mCLASS assessments, clerks deliver real-time proficiency snapshots to school sites, ensuring that the most vulnerable students are correctly identified and placed in the appropriate instructional settings immediately upon enrollment. With the data provided by the clerks, Instructional Specialists—also funded through supplemental allocations—deliver the "Instructional Application" phase of this action. This service is specifically designed to provide high-intensity coaching in Project GLAD and research-based scaffolding, which is an enhancement over the standard professional development provided to all staff. By	Percentage of English learners who progress in English proficiency (ELPAC) (Metric 1.8)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		focusing these expert resources on the "vocabulary gap" and productive language needs of Newcomers and Long-Term English Learners (LTELs), the district provides a level of specialized support that is not available in the base program. This strategic use of Supplemental and Concentration resources ensures that the barriers to academic discourse are removed, directly targeting a move from Red to Yellow/Green status on the California School Dashboard for our most at-risk student populations.	
3.3	**Action:** Foster Youth Coordinator **Need:** To ensure foster youth have access to appropriate services and targeted supports, dedicated coordination is essential. Under the McKinney-Vento Act, students experiencing homelessness are automatically identified as having high financial need and qualify for the same low-income support services as their peers. District data indicate that foster youth, along with our McKinney-Vento and low-income populations, have been identified for additional academic support in English Language Arts and Mathematics, underscoring the need for focused and intentional intervention. The Foster Youth Coordinator plays a critical role in organizing, aligning, and strengthening site-based supports, including the implementation of foster youth mentoring programs at each secondary school. Currently, the district supports this work through 33	The coordinator meets with students, caregivers, and school teams to identify and implement individualized interventions that promote equity, access, and stability, based on the unique academic, social-emotional, and support needs of foster youth.	# 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
	mentors, providing personalized guidance and consistent support to help foster youth remain engaged, supported, and on track for academic success. **Scope:** Limited to Unduplicated Student Group(s)		
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 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)	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 with language barriers for sites that do not have a Spanish speaker available that day.	# of district meetings utilizing interpretation (Metric 3.16)

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 hour/8 hours per day equals .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 hours /7 hours per day equates to .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	30.19:1	28.1:1
Staff-to-student ratio of certificated staff providing direct services to students	21.19:1	17.58:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	262,049,766	39,469,124	15.062%	0.000%	15.062%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$287,065,908.00	$121,616,569.00	$15,184,538.00	$14,278,277.00	$438,145,292.00	$358,541,668.00	$79,603,624.00

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	$994,850.00	$124,253.00	$550,370.00			$568,733.00	$1,119,103.00	
1	1.2	EL Academic Support Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	$3,146,756.00	$8,790.00	$824,090.00			$2,331,456.00	$3,155,546.00	
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	$80,000.00	$80,000.00				$80,000.00	
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	$23,381.00	$550,000.00	$23,381.00	$550,000.00			$573,381.00	
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	$516,396.00	$158,000.00	$538,424.00			$135,972.00	$674,396.00	
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	$7,998,008.00	$266,778.00	$3,353,519.00	$4,848,460.00		$62,807.00	$8,264,786.00	
1	1.7	Mathmatics Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Secondary	on-going	$349,319.00	$0.00	$349,319.00				$349,319.00	

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	1.8	Career Technical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary	on-going	$4,146,443.00	$979,253.00	$3,488,865.00	$1,421,342.00		$215,489.00	$5,125,696.00	
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	$169,992.00	$145,623.00	$112,170.00			$203,445.00	$315,615.00	
1	1.10		All	No			All Schools	on-going	$6,825.00	$46,300.00	$53,125.00				$53,125.00	
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	$0.00	$326,000.00	$326,000.00				$326,000.00	
1	1.12	Science Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$190,980.00	$0.00	$190,980.00				$190,980.00	
1	1.13	Primary Language	All	No			All Schools	on-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.14	Foster Youth Support	All	No			All Schools	on-going	$0.00	$18,507.00	$0.00	$0.00	$0.00	$18,507.00	$18,507.00	
1	1.15	Assessment Support	All	No				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	$4,581,990.00	$0.00	$4,581,990.00				$4,581,990.00	
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	$7,368,098.00	$734,238.00	$3,557,058.00	$4,545,278.00			$8,102,336.00	
1	1.18	Secondary Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary	on-going	$1,181,598.00	$305,000.00	$1,486,598.00				$1,486,598.00	
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	$428,004.00	$0.00	$428,004.00				$428,004.00	
1	1.20	Special Education Instruction Specialists	Students with Disabilities	No				on-going	$295,237.00	$0.00	$295,237.00				$295,237.00	
1	1.21	Innovative Learning-Educational Technology	All	No			All Schools	on-going	$19,415.00	$26,309.00	$19,415.00		$26,309.00		$45,724.00	
1	1.22	Student Achievement Data Analysis, Progress Monitoring Software,	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	on-going	$15,000.00	$162,500.00	$162,500.00			$15,000.00	$177,500.00	

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
		Student Achievement Committee, and Student Achievement Professional Learning	Low Income			Low Income										
1	1.23	STEAM Education	English Learners, Foster Youth, Homeless and Low Income	No			All Schools	on-going	$0.00	$170,860.00	$0.00	$0.00	$0.00	$170,860.00	$170,860.00	
1	1.24	Professional Learning Plan	All	No				on-going	$0.00	$0.00	$0.00				$0.00	
1	1.25	Assessment and Ed. Tech Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$1,277,167.00	$0.00	$1,244,712.00			$32,455.00	$1,277,167.00	
2	2.1	Engaging,Rigorous and Student Centered Learning Environments	All English Learners, Low income, Foster Youth, and Homeless	No			All Schools	on-going	$242,385.00	$15,000.00	$0.00	$0.00	$0.00	$257,385.00	$257,385.00	
2	2.2	Expanded Learning and Summer Enrichment	All	No			All Schools TK-8th Grade	on-going	$3,216,587.00	$16,873,411.00	$0.00	$20,089,998.00	$0.00	$0.00	$20,089,998.00	
2	2.3	Increase Attendance and Enrollment Rates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$610,369.00	$0.00	$610,369.00				$610,369.00	
2	2.4	Student and Community Services Administrator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$404,150.00	$0.00	$404,150.00				$404,150.00	
2	2.5	Intramural Sports and Athletics	All	No				on-going	$0.00	$0.00	$0.00				$0.00	
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	$2,014,661.00	$0.00	$2,014,661.00				$2,014,661.00	
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	$202,608.00	$202,608.00				$202,608.00	
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	$5,865,304.00	$1,981,522.00	$5,513,676.00			$2,333,150.00	$7,846,826.00	

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	3.2	Administrative Support for Categorical Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$1,051,610.00	$1,418,641.00	$2,012,931.00			$457,320.00	$2,470,251.00	
3	3.3	Foster Youth Coordinator	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	on-going	$189,071.00	$0.00	$126,048.00			$63,023.00	$189,071.00	
3	3.4	Foster Youth and McKinney-Vento Mentors	All	No				on-going	$0.00	$0.00	$0.00				$0.00	
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	$5,233,036.00	$1,996,935.00	$6,033,440.00	$96.00	$1,193,851.00	$2,584.00	$7,229,971.00	
3	3.6	Counseling Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	on-going	$3,734,575.00	$0.00	$3,734,575.00				$3,734,575.00	
3	3.7	Special Education Programs, Supports, Staff and Supplies	All	No				on-going	$3,916,717.00	$0.00	$3,916,717.00				$3,916,717.00	
3	3.8	Technology, Devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$100,000.00	$100,000.00				$100,000.00	
3	3.9	Textbooks	All	No			All Schools	on-going	$0.00	$1,767,428.00		$1,767,428.00			$1,767,428.00	
3	3.10	Teacher Preparation and Support	All English Learners	No			All Schools	on-going	$386,576.00	$0.00	$192,997.00			$193,579.00	$386,576.00	
3	3.11	Communication Tools and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$325,000.00	$75,000.00	$250,000.00	$0.00	$0.00	$325,000.00	
3	3.12	High Quality Educators and Staff: Targeted Professional Learning for Academic Recovery	All	No			All Schools	on-going yearly	$253,317,683.00	$17,978,391.00	$182,694,240.00	$81,563,814.00	$481,703.00	$6,556,317.00	$271,296,074.00	
3	3.13	Climate Survey	All	No			All Schools 5th, 8th, 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	$214,903.00	$0.00	$211,403.00			$3,500.00	$214,903.00	
3	3.15	LCAP Survey	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	yearly, October - January	$0.00	$65,600.00	$58,800.00			$6,800.00	$65,600.00	

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										
3	**3.16**	Maintain Infrastructure: Business, Human Resources, Maintenance, Operations and Transportation	All	No			All Schools	on going	$36,380,765.00	$23,864,250.00	$43,705,839.00	$2,424,917.00	$13,482,675.00	$631,584.00	$60,245,015.00	
3	**3.17**	Parent iPad Academy	All	No			All Schools	on-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.18**	Interpreter	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	$0.00	$20,000.00	$20,000.00				$20,000.00	
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	$88,763.00	$0.00	$88,763.00				$88,763.00	
3	**3.20**	Support for EL and Low Income Families	All	No				on-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.21**	Community Schools, including Native American Students and Families	All EL, LI and FY	No			Specific Schools: Schools with CCSPP Grant	on-going	$3,399,963.00	$184,673.00		$3,566,325.00		$18,311.00	$3,584,636.00	
3	**3.22**	Technology: Infrastructure, Devices	All	No			All Schools	on-going	$5,101,771.00	$8,566,163.00	$13,667,934.00				$13,667,934.00	

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	All English Learners	No			Specific Schools: Richland Continuation High School	on-going	$200,749.00	$125,591.00		$326,340.00			$326,340.00	
4	4.2	Support to Increase Student Engagement and Reduce Chronic Absenteeism at Richland	All	No			Specific Schools: Richland Continuation High School	on-going	$50,374.00	$0.00		$50,374.00			$50,374.00	
4	4.3	Academic and Wellness Support for CDS and Richland	All EL, LI and FY	No			Specific Schools: OUSD Community Day School, Richland Continuation High School	on-going	$212,197.00	$0.00		$212,197.00			$212,197.00	
4	4.4	College Career Indicator Improvement	All	No			Specific Schools: Richland Continuation High School	on-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
262,049,766	39,469,124	15.062%	0.000%	15.062%	$42,415,641.00	0.000%	16.186 %	**Total:**	$42,415,641.00
								LEA-wide Total:	$40,815,133.00
								Limited Total:	$1,600,508.00
								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	$550,370.00	
1	1.2	EL Academic Support Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$824,090.00	
1	1.3	EL and Academic Language Supplemental Resources	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$80,000.00	
1	1.4	Professional Development and Support for Core Subjects	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,381.00	
1	1.5	Early Learning and Elementary Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK	$538,424.00	
1	1.6	Elementary Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	$3,353,519.00	

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	Mathmatics Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Secondary	$349,319.00	
1	1.8	Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary	$3,488,865.00	
1	1.9	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$112,170.00	
1	1.11	Multi-Tiered System of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$326,000.00	
1	1.12	Science Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$190,980.00	
1	1.16	Elementary Resource Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary sites	$4,581,990.00	
1	1.17	Visual and Performing Arts (VAPA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,557,058.00	
1	1.18	Secondary Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary	$1,486,598.00	
1	1.19	P21 Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$428,004.00	
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	$162,500.00	
1	1.25	Assessment and Ed. Tech Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,244,712.00	
2	2.3	Increase Attendance and Enrollment Rates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$610,369.00	

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 (%)
2	2.4	Student and Community Services Administrator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$404,150.00	
2	2.6	Additional Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,014,661.00	
2	2.7	Student Intervention Resources and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$202,608.00	
3	3.1	School site allocations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,513,676.00	
3	3.2	Administrative Support for Categorical Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,012,931.00	
3	3.3	Foster Youth Coordinator	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$126,048.00	
3	3.5	Safe and Welcoming Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,033,440.00	
3	3.6	Counseling Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$3,734,575.00	
3	3.8	Technology, Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
3	3.11	Communication Tools and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
3	3.14	Parent and Family Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	$211,403.00	
3	3.15	LCAP Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,800.00	
3	3.18	Interpreter	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$403,388,231.00	$437,607,983.00

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	$1,268,453.00	$1,102,083
1	**1.2**	EL Academic Support Services	Yes	$3,278,108.00	$3,560,769
1	**1.3**	EL and Academic Language Supplemental Resources	Yes	$142,000.00	$122,000
1	**1.4**	Professional Development and Support for Core Subjects	Yes	$71,118.00	$114,718
1	**1.5**	Early Learning and Elementary Support	Yes	$1,617,533.00	$1,689,053
1	**1.6**	Elementary Support	Yes	$3,713,435.00	$6,974,327
1	**1.7**	Mathematics Support Services	Yes	$174,522.00	$178,634
1	**1.8**	Career Technical Education	Yes	$5,409,608.00	$4,795,084
1	**1.9**	College and Career Readiness	Yes	$1,138,453.00	$989,290
1	**1.10**	GATE (Gifted and Talented Education)	No	$58,981.00	$42,875
1	**1.11**	Multi-Tiered System of Support (MTSS)	Yes	$255,339.00	$136,448

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	1.12	Science Center	Yes	$176,207.00	$185,264
1	1.13	Primary Language		$0.00	0
1	1.14	Foster Youth Support	Yes	$25,699.00	$7,132
1	1.15	Assessment Support	No	$0.00	$104,002
1	1.16	Elementary Resource Teachers	Yes	$3,855,181.00	$4,391,442
1	1.17	Visual and Performing Arts (VAPA)	Yes	$11,500,554.00	$9,536,821
1	1.18	Secondary Academic Support	Yes	$3,270,108.00	$2,398,870
1	1.19	P21 Specialists	Yes	$338,272.00	$425,568
1	1.20	Special Education Instruction Specialists	No	$266,999.00	$294,965
1	1.21	Innovative Learning- Educational Technology	No	$60,800.00	$85,578
1	1.22	Student Achievement Data Analysis, Progress Monitoring Software, Student Achievement Committee, and Student Achievement Professional Learning	Yes	$296,838.00	$198,611
1	1.23	STEAM Education	Yes	$137,495.00	$227,035
1	1.24	Professional Learning Plan	Yes	$478,500.00	$516,000

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	1.25	Student Achievement and Ed. Tech Support	Yes	$1,123,514.00	$1,209,450
2	2.1	Engaging, Rigorous and Student Centered Learning Environments	Yes	$236,206.00	$239,131
2	2.2	Expanded Learning and Summer Enrichment	No	$9,965,531.00	$17,214,964
2	2.3	Increase Attendance and Enrollment Rates	Yes	$365,156.00	$458,379
2	2.4	Student and Community Services Administrator	Yes	$281,069.00	$361,928
2	2.5	Intramural Sports and Athletics	Yes	$217,273.00	$195,956
2	2.6	Additional Health Supports	Yes	$1,853,165.00	$1,965,804
2	2.7	Student Intervention Resources and Support	Yes	$209,000.00	$203,344
3	3.1	School site allocations	Yes	$7,368,325.00	$6,988,570
3	3.2	Administrative Support for Categorical Programs	Yes	$2,875,368.00	$2,455,526
3	3.3	Foster Youth Coordinator	Yes	$187,144.00	$190,947
3	3.4	Foster Youth and McKinney-Vento Mentors	Yes	$35,563.00	$53,848
3	3.5	Safe and Welcoming Schools	No Yes	$6,657,519.00	$7,823,949

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Counseling Services	Yes	$3,025,772.00	$3,543,612
3	3.7	Special Education Programs, Supports, Staff and Supplies		$87,703,013.00	$4,323,530
3	3.8	Technology: Infrastructure, Devices	No	$12,063,487.00	$14,699,370
3	3.9	Textbooks	No	$9,720,000.00	$9,663,762
3	3.10	Teacher Preparation and Support	No	$331,423.00	$409,480
3	3.11	Communication Tools and Resources	No	$0.00	0
3	3.12	High Quality Educators and Staff	No	$159,995,757.00	$265,466,970
3	3.13	Climate Survey	No	$16,000.00	$14,080
3	3.14	Parent and Family Engagement	Yes	$18,661.00	$21,914
3	3.15	LCAP Survey	Yes	$20,000.00	$138,005
3	3.16	Maintain Infrastructure: Business, Human Resources, Maintenance, Operations and Transportation	No	$56,201,221.00	$55,809,178
3	3.17	Parent iPad Academy		$0.00	0
3	3.18	Interpreter	Yes	$500.00	0
3	3.19	Early Learning Partnerships	No	$87,365.00	$88,511
3	3.20	Support for EL and Low Income Families		$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.21**	Community Schools, including Native American Students and Families	No	$5,016,504.00	$5,537,842
4	**4.1**	Support for English Learners	No	$29,636.00	$163,290
4	**4.2**	Support to Increase Student Engagement and Reduce Chronic Absenteeism at Richland	No	$16,404.00	$67,555
4	**4.3**	Academic and Wellness Support for CDS and Richland	No	$225,848.00	$222,519
4	**4.4**	Math Support	No	$7,604.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
39,862,927	$40,772,371.00	$43,374,809.00	($2,602,438.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	EL and Academic Language Professional Development	Yes	$721,965.00	540,047		
1	1.2	EL Academic Support Services	Yes	$1,156,807.00	1,140,807		
1	1.3	EL and Academic Language Supplemental Resources	Yes	$142,000.00	122,000		
1	1.4	Professional Development and Support for Core Subjects	Yes	$71,118.00	58,941		
1	1.5	Early Learning and Elementary Support	Yes	$508,002.00	1,395,437		
1	1.6	Elementary Support	Yes	$1,464,297.00	2,666,842		
1	1.7	Mathematics Support Services	Yes	$174,522.00	178,634		
1	1.8	Career Technical Education	Yes	$4,234,448.00	3,580,494		
1	1.9	College and Career Readiness	Yes	$1,080,900.00	989,290		
1	1.11	Multi-Tiered System of Support (MTSS)	Yes	$255,339.00	136,448		
1	1.12	Science Center	Yes	$176,207.00	185,264		
1	1.14	Foster Youth Support	Yes	$14,324.00	1,664		
1	1.16	Elementary Resource Teachers	Yes	$3,855,181.00	4,391,442		

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	1.17	Visual and Performing Arts (VAPA)	Yes	$2,138,110.00	3,636,587		
1	1.18	Secondary Academic Support	Yes	$3,270,108.00	2,398,870		
1	1.19	P21 Specialists	Yes	$338,272.00	425,568		
1	1.22	Student Achievement Data Analysis, Progress Monitoring Software, Student Achievement Committee, and Student Achievement Professional Learning	Yes	$296,838.00	134,282		
1	1.23	STEAM Education	Yes	$88,000.00	28,000		
1	1.24	Professional Learning Plan	Yes	$478,500.00	516,000		
1	1.25	Student Achievement and Ed. Tech Support	Yes	$1,092,598.00	1,186,392		
2	2.1	Engaging, Rigorous and Student Centered Learning Environments	Yes	$1,977.00	2,240		
2	2.3	Increase Attendance and Enrollment Rates	Yes	$365,156.00	458,379		
2	2.4	Student and Community Services Administrator	Yes	$281,069.00	361,928		
2	2.5	Intramural Sports and Athletics	Yes	$217,273.00	195,956		
2	2.6	Additional Health Supports	Yes	$1,853,165.00	1,965,804		
2	2.7	Student Intervention Resources and Support	Yes	$200,000.00	200,428		
3	3.1	School site allocations	Yes	$4,887,810.00	4,620,755		
3	3.2	Administrative Support for Categorical Programs	Yes	$2,261,382.00	2,032,823		
3	3.3	Foster Youth Coordinator	Yes	$124,429.00	126,902		

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	3.4	Foster Youth and McKinney-Vento Mentors	Yes	$35,563.00	53,848		
3	3.5	Safe and Welcoming Schools	Yes	$6,058,078.00	6,065,985		
3	3.6	Counseling Services	Yes	$2,895,772.00	3,422,487		
3	3.14	Parent and Family Engagement	Yes	$12,661.00	16,260		
3	3.15	LCAP Survey	Yes	$20,000.00	138,005		
3	3.18	Interpreter	Yes	$500.00	0		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
257,630,819	39,862,927	0	15.473%	$43,374,809.00	0.000%	16.836%	$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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of 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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