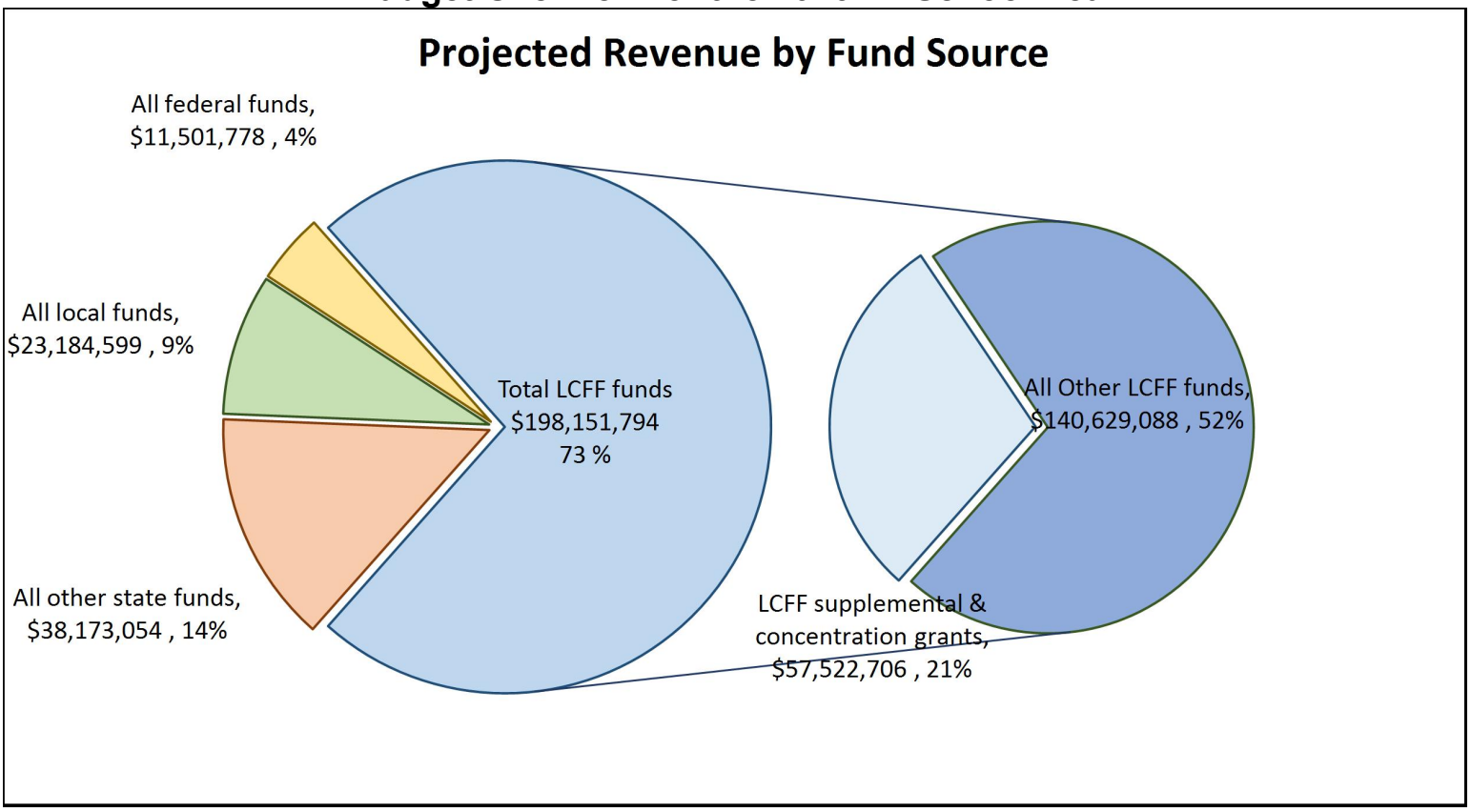
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oxnard School District
CDS Code: 56-72538-0000000
School Year: 2026-27
LEA contact information:
Dr. Anabolena DeGenna
Superintendent
adegenna@oxnardsd.org
(805) 385-1501

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

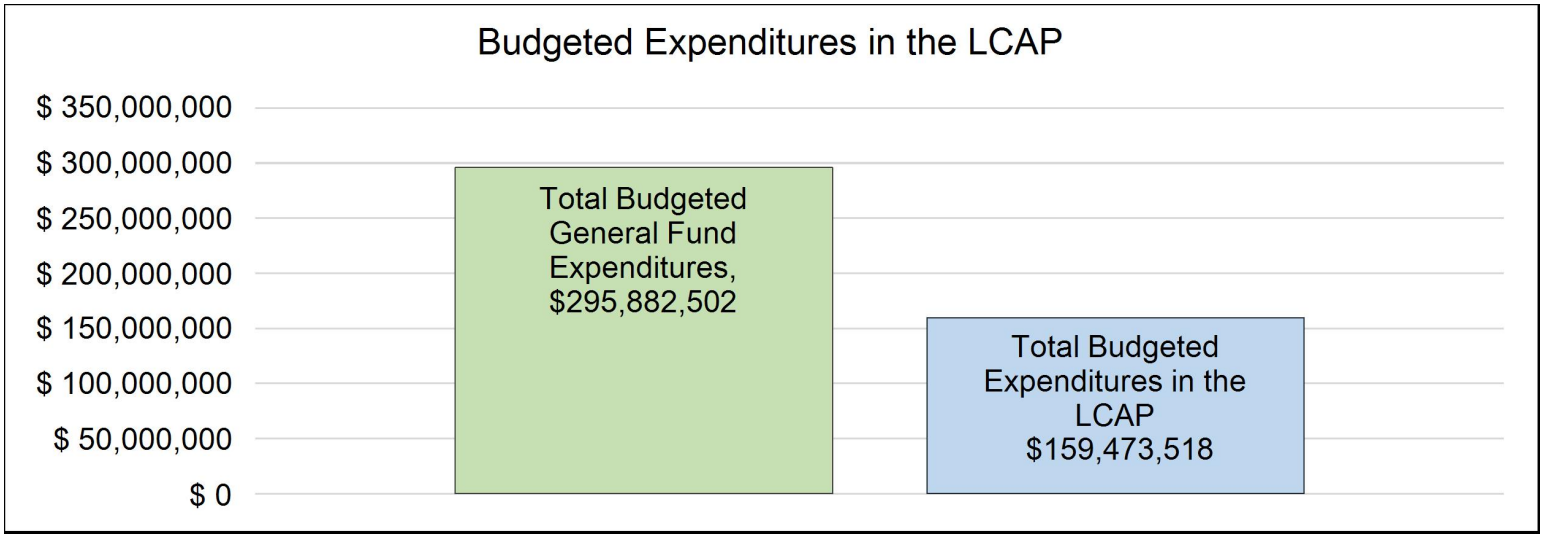


This chart shows the total general purpose revenue Oxnard School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oxnard School District is $271,011,225, of which $198,151,794 is Local Control Funding Formula (LCFF), $38,173,054 is other state funds, $23,184,599 is local funds, and $11,501,778 is federal funds. Of the $198,151,794 in LCFF Funds, $57,522,706 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 Oxnard 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: Oxnard School District plans to spend $295,882,502 for the 2026-27 school year. Of that amount, $159,473,518 is tied to actions/services in the LCAP and $136,408,984 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

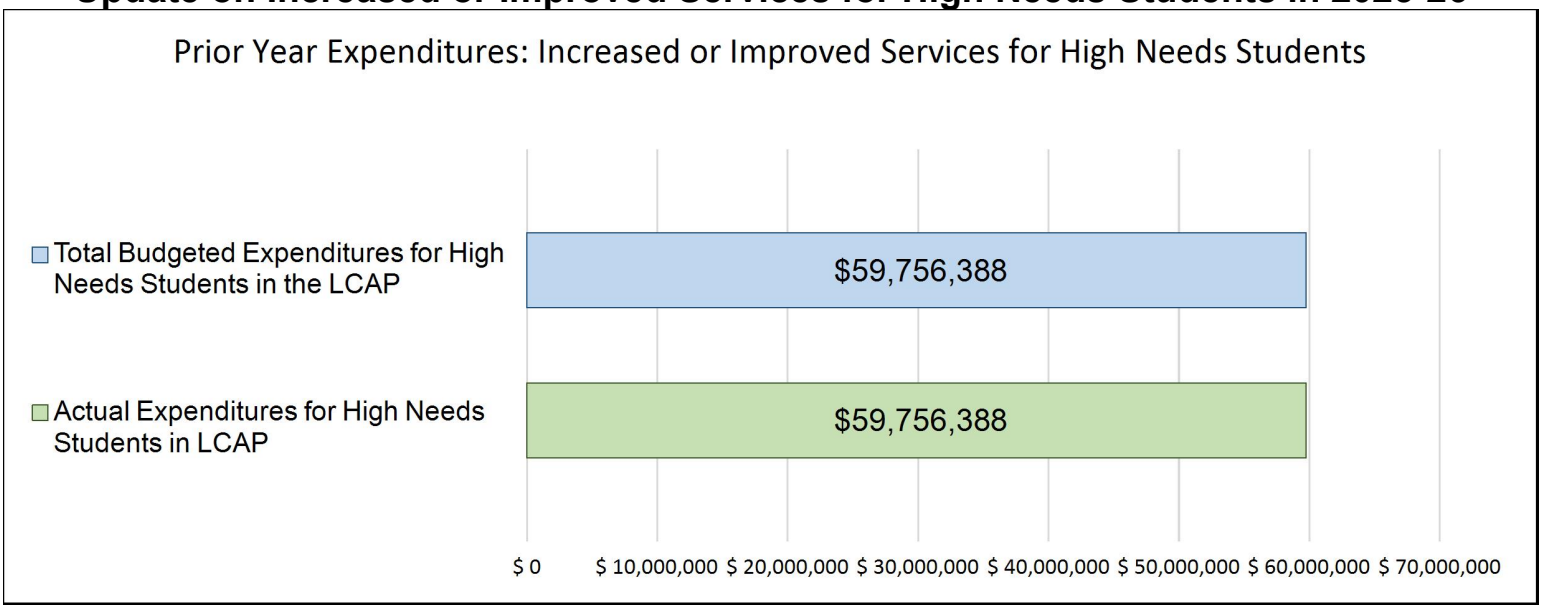
The General Fund budget includes operational expenditures that support the District's day-to-day functions and legal obligations but are not specifically included in the LCAP.

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

In 2026-27, Oxnard School District is projecting it will receive $57,522,706 based on the enrollment of Foster Youth, English learner, and low-income students. Oxnard School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oxnard School District plans to spend $69,488,334 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 Oxnard 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 Oxnard 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, Oxnard School District's LCAP budgeted $59,756,388.15 for planned actions to increase or improve services for high needs students. Oxnard School District actually spent $59,756,388.15 for actions to increase or improve services for high needs students in 2025-26.

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
Oxnard School District	Dr. Anabolena DeGenna Superintendent	adegenna@oxnardsd.org (805) 385-1501

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.

As the Oxnard School District implements its adopted strategic plan, Oxnard EMPOWERS, it has aligned LCAP goals and actions with those outlined in the district's strategic plan. The 2026-2027 LCAP will include goals and actions not funded by LCFF; therefore, those goals will not be considered contributing or measured for the purposes of this plan. For those goals and actions funded by LCFF and additional funding sources, metrics will be used to monitor implementation, reflecting progress towards Oxnard EMPOWERS and incorporating identified research-based practices.

With the alignment of the 2026-2027 LCAP and the Oxnard School District's strategic plan, the district ensures cohesiveness in all actions and initiatives that support its goals for improving student outcomes and fostering an inclusive learning environment for all students, including unduplicated student groups. These actions are funded through a combination of the Local Control Funding Formula (LCFF) and various state, federal, and local funding sources. By utilizing this diverse array of funding, the district can effectively address the needs of its diverse student population, ensuring targeted support and resources to enhance educational achievement and well-being across all schools.

The Oxnard School District, in the 2025-2026 school year, served over 12,500 students in Transitional Kindergarten (TK) to grade 8. The district feeds into the Oxnard Union High School District, alongside three other elementary school districts. The city of Oxnard is approximately 60 miles northwest of downtown Los Angeles and 35 miles south of Santa Barbara. Oxnard is currently the largest city in Ventura County with a population of over 200,000, making it the 22nd largest city in California and 124th largest in the United States. The city was founded by prosperous agricultural opportunities, which attracted many immigrant workers and their families. Although the city has

evolved, it has a thriving economy that continues to include agriculture, as well as other industries, such as defense, manufacturing, and tourism.

During the 2025-2026 school year, 86.73% of the student population of the Oxnard School District was considered socioeconomically disadvantaged. The district's demographics for the 2025-2026 school year are as follows: 94.5% Hispanic/Latino, 2.3% White, 0.9% African American, 2% Asian, 0.75% students who identify as having two or more races, and 0.1% Pacific Islander. Emergent Multilingual Learners (EML) comprise a large percentage of the district. In the 2025-2026 school year, 46% of students were considered Emergent Multilingual Learners (EMLs) or English Learners (ELs), most of whom reported Spanish as their primary language. Nonetheless, one of the characteristics that makes Oxnard unique is the growing number of Latinx students who have Mixteco and Zapotec as their native language.

The Oxnard School District comprises 21 schools, including San Miguel Preschool offering special education services,10 TK-5th grade elementary schools, 7 TK-8th grade schools, and 3 comprehensive middle schools for grades 6 to 8. Among these, 2 of the 3 comprehensive middle schools, 6 of the 7 TK-8th grade schools, and 4 elementary schools offer Spanish Biliteracy (Dual Language Immersion) Programs. Following a 50/50 model, the district's Biliteracy Programs are aimed at promoting linguistic fluency and academic success in multiple languages. These initiatives align with California Department of Education programs, including the EL Roadmap, which seeks to equip students with world language skills to engage with diverse cultures and succeed in the global economy. Biliteracy instruction is guided by the district's standards-based interdisciplinary units, designed in accordance with each grade's language allocation plan and content standards.

The district recognizes the profound responsibility it carries in preparing students for the ever-evolving landscape of a global society. In spring 2020, key areas of focus were identified, laying the foundation for a new strategic plan. A meticulously crafted student profile embodying aspirations for every learner was adopted by the school board, setting a clear trajectory for the district's future. The journey continued in 2022, as the district refined its vision and mission to align with the evolving needs of students. Collaborating with community partners and educational experts, the district articulated the strategic plan, branding it with the term "EMPOWERS." This encapsulated the district's commitment to Excellence through Multilingualism, Possibility, Opportunity, Equity, Respect, and Scholarship (EMPOWERS). Oxnard EMPOWERS symbolizes the district's strategy, which is aimed at significantly enhancing educational outcomes for all students.

Aligned with its strategic plan, the district emphasizes a rigorous curriculum aligned with the CA Common Core State Standards (CCSS) and frameworks. Extensive professional development opportunities and coaching are offered to all teachers to enhance their pedagogy and practice. Weekly collaborative planning time enables teachers to share best practices, develop common assessments, analyze data, and plan instruction to implement standards-aligned, rigorous lessons. Furthermore, teachers participate in grade-level Professional Learning Communities (PLCs) to improve instruction. Teachers on Special Assignment (TOSAs) provide professional development and support in literacy, biliteracy, math, science, social science, inclusive practices, and educational technology. Intervention Service Providers (ISPs) and Literacy Intervention Teachers (LITs) ensure targeted intervention for students, supported by data, at each school site.

Moreover, the Oxnard School District has been aligning practices to successfully implement the Multi-Tiered System of Supports (MTSS) framework, This approach aims to benefit all students while also enhancing tier 2 supports through the RTI and PBIS models, which address both academic and socio-emotional needs. This strategic initiative ensures that every student, regardless of their individual needs or backgrounds, receives a high-quality education. By paying special attention to tier 1 lesson design through integrating UDL principles into their curriculum and instructional methods, and bolstering targeted support for students in need of tier 2 instruction, the district seeks to

accommodate diverse learning styles through an asset-based lens and offer multiple avenues for students to engage with and demonstrate their learning.

In addition, the Oxnard School District offers a comprehensive range of special education services for students with disabilities. Their mission emphasizes providing inclusive environments and a continuum of programming to meet diverse needs. Services include self-contained classrooms for mild to severe disabilities, specialized programs for autism and social-emotional needs, support for deaf/hard of hearing and visually impaired students, and a team of behavior specialists and paraeducators. Program specialists mentor teachers in curriculum, instruction, and behavior management, while special education managers handle administrative tasks. The district has also introduced a Teacher on Special Assignment to assist General Education Teachers in inclusive practices.

Furthermore, to address the various needs of students for overall wellness and social-emotional health, the district has resources in place including, but not limited to, a community-based Wellness Collaborative; full-time nurses; extensive wrap-around services to address the needs of the whole child, and additional school level support to provide improved services to families and staff. Additionally, every school site is staffed with at least one full-time School Counselor and an Outreach Specialist who acts as a school-community liaison, while offering other support services to the district families. In recent years, the district has increased the number of Social Workers to ensure necessary services to support the district's students and families.

The district's commitment to student enrichment extends far beyond regular school hours. Through programs such as the After School Education Program (ASES) and the Expanded Learning Opportunity Program (ELOP), students from kindergarten through eighth grade are provided with a rich array of opportunities to further their academic and social-emotional growth. The district's after-school programs offer enrichment opportunities inclusive of mathematics, literacy, engineering, science, technology, and the arts. High-interest learning opportunities include Lego creations, dancing, robotics, and culinary education. In addition, there are 3 seasons of sports offered across schools and grades. Furthermore, the district has been successful in offering summer learning opportunities as well as spring camps for all students. Activities during the summer and spring have included overnight science camps and day field trips that expand students' horizons and deepen their connection to learning through exploration and discovery.

Recognizing the invaluable role of families and the broader community in student success, the district has made significant strides over the past several years to strengthen family and community engagement. Guided by the California Family Engagement Network Toolkit, these efforts are rooted in the belief that meaningful partnerships with families contribute directly to positive academic and social outcomes for students. To support this vision, the district has expanded its network of parent advisory groups to reflect the diversity of its community. These include the African American Steering Committee, comprised of community members and higher education partners, the African American Parent Advisory Group, the Mixteco Steering Committee, featuring local organizations that provide resources and support to families, and the Mixteco Parent Advisory Group. In addition, the district has established new groups such as the Asian and Pacific Islander Parent Group and the Newcomer Parent Group. The District English Learner Advisory Committee (DELAC) continues to play a vital role in advocating for multilingual learners and their families. Through these collaborative structures, the district ensures that all voices are heard and represented in the educational process.

Plans for the 2026–27 school year continue to focus on strengthening project-based learning (PBL) to align with the district's student profile traits and develop well-rounded, empowered learners, while also intentionally strengthening the connection to gifted and talented education. PBL promotes critical thinking, collaboration, communication, and creativity while addressing the needs of gifted and talented students

through opportunities for depth, complexity, and advanced inquiry. Aligned with California's educational frameworks and the English Learner Roadmap, this approach ensures rigorous, relevant, and inclusive learning experiences that are culturally responsive and language-rich. Through authentic, real-world learning aligned to the expectations of the district's student profile, students engage in integrated core content areas and intentionally leverage technology tools as a key vehicle to enhance teaching and learning, empowering them to take ownership of their learning and preparing them for success in college, careers, and beyond.

The Oxnard School District is committed to providing a comprehensive education that empowers students to excel academically and thrive socially and emotionally. The district's strategic plan is aligned with California's educational vision, including incorporating the pedagogical practices found within content frameworks and the CA Roadmap for English Learners. Through its strategic plan, the district aims to ignite students' passion for learning, transform classroom practices, nurture supportive communities, and embrace effective approaches to translate values into action. By implementing OSD EMPOWERS, the district is committed to preparing students to succeed in a dynamic world, fostering their confidence, compassion, and ability to positively impact society, ensuring Oxnard School District students can become "Inspired, Accomplished, Multilingual Global Citizens – In School and Beyond."

Reflections: Annual Performance

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

Based on the 2023 California School Dashboard, specific areas and student groups have been identified as lowest performing. The actions outlined in the 2024-27 LCAP are designed to address the identified needs, with a particular focus on improving academic performance, and overall school engagement for the affected student groups and schools. Throughout the three-year LCAP cycle, these lowest-performing areas and student groups will be continuously monitored and targeted for support, ensuring that interventions remain responsive to ongoing data and student needs.

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

César E. Chávez ES (All students in lowest performance level) – ELA
Elm Street ES (All students in lowest performance level) – ELA
Emilie Ritchen ES (All students in lowest performance level) – Chronic Absenteeism
Harrington ES (All students in lowest performance level) – Chronic Absenteeism
Juan Lagunas Soria ES (All students in lowest performance level) – Chronic Absenteeism
Kamala E (All students in lowest performance level) – Suspension Rate, Chronic Absenteeism
McKinna ES (All students in lowest performance level) – ELA
Norman R. Brekke ES (All students in lowest performance level) – Chronic Absenteeism
Ramona ES (All students in lowest performance level) – ELA
Dr. Manuel M. López (All students in lowest performance level) – Chronic Absenteeism
Fremont Academy (All students in lowest performance level) – ELA, Suspension Rate, Chronic Absenteeism
RJ. Frank Academy (All students in lowest performance level) – Math, Suspension Rate
Student group(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:
Emergent Multilingual Learners/Students Learning English (EL) – ELA
Youth in Foster Care (FY) – ELA

African American (AA) – Math
Students Receiving Special Education Services (SWD) – ELA
White (WH) – Suspension Rate
Multiple Races (MR) – Suspension Rate
Asian (AS) – Chronic Absenteeism

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

César E. Chávez ES: ELA – ALL, EL, SED, SWD, HI
Curren ES: ELA – EL SWD; Math – SWD
Driffill ES: ELA – SWD; Suspension Rate – SWD
Elm Street ES: ELA – ALL; Chronic Absenteeism – HOM
Emilie Ritchen ES: ELA – SWD; Chronic Absenteeism – ALL
Harrington ES: ELA – SWD; Chronic Absenteeism – ALL
Juan Lagunas Soria ES: ELA – SWD; Math – EL, SWD; Suspension – EL, SED, SWD, HI; Chronic Absenteeism – ALL
Kamala ES: ELA – EL, HOM, SWD; Suspension Rate – ALL; Chronic Absenteeism – ALL
Lemonwood ES: ELA – EL, HOM, SWD; Math – EL, SED, SWD; Chronic Absenteeism – HOM
Marina West ES: ELA – SWD; Math – SWD
McKinna ES: ELA – ALL; Math – SWD; Chronic Absenteeism – EL, SWD
Norman R. Brekke ES: Chronic Absenteeism – ALL
Ramona ES: ELA – ALL; Math – SWD
Rose Avenue ES: Math – SWD; Chronic Absenteeism – SWD
Sierra Linda ES: ELA – EL, SWD; Math – SWD
Thurgood Marshall ES: Math – EL, SWD; Suspension Rate – HOM
Dr. Manuel M. López: ELA – SWD; Chronic Absenteeism – ALL
Fremont Academy: ELA – ALL; Suspension Rate – ALL; Chronic Absenteeism – ALL
RJ. Frank Academy: ELA – EL, SWD; Math – ALL; Suspension Rate – ALL

Addressing State Priority 7A (Access to a Broad course of study):

To ensure all Oxnard School District students have access to and are enrolled in a broad course of study, the Educational Services Department uses several locally selected measures and tools. The department monitors master schedules across schools to verify appropriate course availability and collaborates with sites to ensure the curriculum meets the needs of diverse grade levels and student groups, including those with exceptional needs. Educational Services also provides a content allocation plan for biliteracy programs, helping schools offer comprehensive, standards-aligned courses. Principals oversee daily teacher schedules and monitor implementation through classroom visits and benchmark assessments. Additionally, the department conducts master schedule audits to review student enrollment and ensure availability of required courses, such as English Language Development (ELD). These audits identify gaps or discrepancies, supporting equitable access to a rich curriculum for all students. Through these efforts, the district ensures every student has the opportunity to enroll in a diverse range of courses that foster academic growth and success.

Based on locally selected measures and tools, all students in the Oxnard School District have equitable access to and enrollment in a broad course of study across all schools. The district ensures consistency in master schedules that meet the diverse needs of its student population. Educational Services administrators work closely with schools to provide standards-based instruction in all content areas, including science, math, literacy, instructional technology, social studies, and the arts. To support this, Teachers on Special Assignment (TOSAs) in key subjects collaborate with teachers to enhance instruction and ensure comprehensive access to the curriculum. The district's 10 biliteracy programs and 2 strand programs integrate literacy standards with science and social studies, offering a robust educational experience. Many schools feature specialized strands, electives, and clubs, allowing students to pursue their interests. The after-school program further enriches learning with activities in science, music, and the arts, expanding educational opportunities beyond the classroom. Through these efforts, OSD remains committed to providing all students with access to a diverse, inclusive, and enriching course of study that supports academic success and personal growth across all grade levels and demographics.

Based on the district's locally selected measures, the Oxnard School District has identified barriers limiting access to a broad course of study for some students, particularly English learners needing ELD support while wanting to participate in electives or middle school programs. To address this, the district implemented AVID Excel, which integrates ELD standards into elective courses, ensuring English learners receive language development alongside enriching academic experiences. The district is also exploring options such as a zero-period or seven-period day to expand middle school access to both ELD and electives. These efforts reflect OSD's broader commitment to promoting access and equity at all schools. Families are offered school and program choices, with transportation provided to reduce barriers. To minimize disruptions to core instruction, intervention opportunities are prioritized before and after school, with targeted support for all learners, including unduplicated student groups. Enrichment activities after school and during summer further enhance learning and support academic growth. Through these initiatives, OSD is dedicated to ensuring all students have equitable access to a comprehensive, enriching course of study in an inclusive environment where every student can thrive.

In response to its locally selected measures, the Oxnard School District has implemented strategic revisions to ensure equitable access to a broad course of study for all students. In collaboration with partner agencies, the district has strengthened its commitment to comprehensive education, including robust art and music offerings across all schools. The district continues to refine master schedules to expand course offerings and promote heterogeneous groupings at the middle school level, fostering inclusive learning environments. Building on the success of AVID Excel, OSD has expanded academic opportunities and is exploring zero-period options to increase flexibility so students can meet core requirements while pursuing electives. A review of scheduling practices ensures equitable access for specific student groups, including continued expansion of dual language programs into higher grades to promote bilingualism and biliteracy. Biliteracy pathway students may take the AP Spanish Language and Culture exam in 8th grade, preparing them for advanced coursework and recognizing their proficiency. In 2025–26, OSD will explore dual enrollment opportunities for students to earn college credit while accessing high-quality electives. These efforts reflect the district's dedication to continuous improvement, equity, and ensuring all students have the opportunities and support to thrive.

Unexpended Learning Recovery Emergency Block Grant (LREBG) Funds Update:

Status: Oxnard School District has $1,359,061 in unexpended LREBG funds as of the 2025-26 First Interim Report (December 2025).The District is committed to fully expending these funds by June 30, 2028 (end of FY 2027-28), ensuring alignment with state priorities and maximum impact on student learning and support services.

For the 2025–2026 school year, LREBG funds supported three actions within the LCAP: Nurses (Goal 5- Action 5.32; $4,047), Assistant Principals above base staffing (Goal 3- Action 3.39; $713,394), and the Web Content Analyst position (Goal 4- Action 4.16; $181,531). These investments helped maintain essential student health services, instructional leadership, and stakeholder communication supports that contribute to improved student outcomes and access to information for students, families, and staff. In addition to these direct expenditures, the district also accounted for the applicable indirect costs associated with administering and supporting these services in accordance with program requirements. The effectiveness of these actions was monitored through local operational metrics, California Dashboard indicators, attendance data, school climate measures, stakeholder engagement feedback, and other local indicators of student progress, engagement, and achievement.

As of the latest fiscal update, Oxnard School District has a balance of $460,089 in Learning Recovery Emergency Block Grant (LREBG) funds. This balance reflects the strategic and phased implementation of multi-year recovery initiatives. The District is committed to fully expending these funds within the allowable timeline, ensuring alignment with state priorities and maximum impact on student learning and support services.

For the 2026-2027 school year LREBG funds will support two critical actions that address student achievement, school effectiveness, and access to information across Oxnard School District. Assistant Principals above base staffing (Goal 3- Action 3.39; $310,331.48) are partially funded through LREBG and provide instructional leadership, school-site support, and oversight of programs and services that help improve student outcomes. LREBG funds also support the Web Content Analyst position (Goal 4- Action 4.16; $149,757.52), ensuring effective communication and access to information for students, families, and staff. The effectiveness of these actions will be monitored through local operational metrics, California Dashboard indicators, attendance data, school climate measures, stakeholder engagement feedback, and other local indicators of student progress, engagement, and achievement.

Annual Reflection and Needs Assessment based on 2024-25 CA School Dashboard and 2025-26 Local Data

The 2024-2025 California School Dashboard data indicate that the Oxnard School District is making continued progress in several priority areas while also revealing persistent and emerging needs that must be addressed through the 2024–27 LCAP. Overall, the data show that earlier efforts to strengthen Tier 1 instruction, expand Tier 2 interventions, and implement a cohesive MTSS framework are having a positive impact on academic outcomes and school climate. At the same time, the 2025 Dashboard underscores that chronic absenteeism and mathematics achievement, particularly for specific student groups and schools, remain areas of significant concern that require intensified, targeted action.

School(s) within the LEA performing at the lowest performance level on one or more state indicators on the 2024-2025 Dashboard:

Brekke ES (All students in lowest performance level) – ELPI
Elm Street ES (All students in lowest performance level) – ELA
Emilie Ritchen ES (All students in lowest performance level) – Chronic Absenteeism
Harrington ES (All students in lowest performance level) – Chronic Absenteeism
Marina West ES (All students in lowest performance level) – Chronic Absenteeism
McAuliffe ES (All students in lowest performance level) – Chronic Absenteeism

McKinna ES (All students in lowest performance level) – ELA
Sierra Linda ES (All students in lowest performance level) – Chronic Absenteeism
Fremont (All students in lowest performance level) – Chronic Absenteeism
RJ. Frank Academy (All students in lowest performance level) – Mathematics

Student group(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2024-2025 Dashboard:

All Students- Chronic Absenteeism
Homeless Youth- Mathematics
Socioeconomically Disadvantaged- Chronic Absenteeism
Students with Disabilities- Mathematics
African American (AA) – Suspension Rates, Chronic Absenteeism
Hispanic- Chronic Absenteeism
White- Chronic Absenteeism

Student group(s) within school(s) within the LEA performing at the lowest performance level on one or more state indicators on the 2024 Dashboard:

Brekke: ELPI- ALL, Els; Chronic Absenteeism- Els
César E. Chávez: ELA- Long Term Els, SWD; Math- Long Term ELs, HOM, SWD; School Climate- HOM
Christa McAuliffe: ELA- SWD; Math- HOM, SWD; Chronic Absenteeism- ALL, Els, HOM, SWD, White
Curren: ELA- HOM, SWD; Math – HOM, SWD; Chronic Absenteeism- Long Term Els
Dr. Manuel M. López: ELA- Long Term Els, HOM; Math- HOM; Chronic Absenteeism- Els
Driffill: ELA- Long Term Els, HOM, SWD; Math- Long Term Els, HOM, SWD; School Climate- Long Term Els; Chronic Absenteeism- SED, SWD
Elm Street School: ELA- ALL, SED, SWD, Hispanic; Math- SWD; Chronic Absenteeism- SWD
Emilie Ritchen ES: ELPI- Chronic Absenteeism- ALL, HOM, SED, SWD, Hispanic
Fremont Academy: ELA- HOM; Math- HOM, White; Chronic Absenteeism- ALL, Els, Long Term Els, HOM, SED, SWD, Hispanic, White
Harrington: Chronic Absenteeism- ALL, Els, HOM, SED, SWD, Hispanic
Juan Lagunas Soria: ELA- HOM; Math- Long Term Els, HOM; School Climate- Long Term ELs
Kamala: Math- HOM, SWD *
Lemonwood: ELA- Long Term Els, HOM, SWD; Math- Els, Long Term Els, HOM; Chronic Absenteeism- SED, SWD
Marina West: Chronic Absenteeism- ALL, HOM, SED, SWD, Hispanic
McKinna: ELA- ALL, Els, HOM, SED, Hispanic; Math- HOM
RJ. Frank Academy: ELA- SWD; Math- ALL, Long Term Els, SWD, Hispanic; Chronic Absenteeism- SWD
Ramona: Math- Els, HOM, SWD
Rose Avenue: Math- SWD
Sierra Linda: Math- SWD; Chronic Absenteeism- ALL, Els, HOM, SED, SWD, Hispanic
Thurgood Marshall: ELA- Long Term Els; Social Climate- SWD; Chronic Absenteeism- SWD

Compared to prior years, the number of schools identified in the lowest performance levels for multiple academic indicators has decreased, suggesting that instructional and intervention strategies implemented in recent years are beginning to take hold. However, a core group of schools continues to require intensive support. Brekke ES remains in the lowest performance level for ELPI, while Elm and McKinna continue to struggle in ELA. Chronic Absenteeism persists as a major challenge at Ritchen, Harrington, Marina West, McAuliffe, Sierra Linda, and Fremont, and RJ Frank Academy remains in the lowest performance band for Mathematics, demonstrating the need to strengthened secondary math support, aligned curriculum, and targeted professional development.

At the LEA level, the 2024-2025 Dashboard reflects that chronic absenteeism has become a central, systemwide challenge. “All Students” are identified in the lowest performance level for Chronic Absenteeism, alongside SED, Hispanic, White, and Homeless Youth. Students with Disabilities and Homeless Youth are also in the lowest performance level in Mathematics. African American students remain in the lowest performance level for both Suspension Rates and Chronic Absenteeism, highlighting persistent inequities in discipline and engagement. These patterns show that while academic progress is occurring, inconsistent attendance and disproportionate discipline continue to limit the full impact of the district’s instructional improvements.

School-level student group data further illustrate the complexity and intersectionality of student needs across the district. Across multiple campuses, including Driffill, Lemonwood, Fremont , Harrington, Marina West, and Sierra Linda, Long-Term English Learners, Students with Disabilities, students experiencing homelessness, and SED students appear across multiple low-performing indicators. In many cases, these groups face layered academic, language, behavioral, and socio-emotional needs, underscoring the importance of integrated and coordinated MTSS supports.

The 2025 Dashboard also reaffirms ongoing concerns with English Learner progress. While fewer schools are identified systemwide for ELPI, several campuses, including Brekke, continue to have ELs and LTELs in the lowest performance level for ELPI, ELA, and/or Math. This reinforces the need for consistent implementation of high-quality integrated and designated ELD, continued development of LTEL reclassification pathways, and coaching and professional learning to support teachers serving high concentrations of multilingual learners.

Chronic absenteeism and suspension data validate the district’s expanded focus on PBIS, MTSS, and trauma-informed care, while also indicating that these systems must be strengthened and applied consistently. High chronic absenteeism among SWDs, SED students, and Homeless Youth signals the presence of structural barriers that extend beyond academic interventions alone. To address these issues, the district will continue leveraging ORCs, counselors, social workers, and community partnerships to provide wraparound services, home visits, attendance campaigns, and individualized supports. School climate concerns for LTELs and SWDs will also guide expansion of restorative practices, mentorship opportunities, and student voice initiatives.

Local data from the 2024–25 and 2025–26 school years, including STAR 360 performance, course grades, progress-monitoring systems, and biliteracy pathway indicators, will be used alongside Dashboard data to refine and monitor LCAP actions. These measures support early identification of student needs, timely intervention, and continuous adjustment of instructional and support strategies. The district will also continue learning from schools that are demonstrating accelerated growth for priority student groups and will scale successful practices in early literacy, mathematics, and biliteracy development.

As the district enters the next phase of the 2024–27 LCAP cycle, the 2025 Dashboard and local data reaffirm both the progress made and the critical work that remains. While systemwide improvements in instruction, intervention, and school climate continue to take hold,

persistent disparities in mathematics achievement, attendance, English Learner progress, and engagement for specific student groups highlight the need for sustained, coordinated, and equity-focused action. The district remains committed to strengthening Tier 1 instruction, deepening MTSS implementation, expanding targeted supports, and enhancing partnerships with families and community agencies to remove barriers to learning.

Reflections: Technical Assistance

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

Based on a review of the 2025 Dashboard data, two student groups in the district are eligible for Differentiated Assistance: the African American student group in Priority Areas 5 (Pupil Engagement) and 6 (School Climate), and Students with Disabilities in Priority Areas 4 (Pupil Achievement) and 5 (Pupil Engagement).

As part of technical assistance, the district is beginning to engage in root cause analysis and identify targeted actions aligned to the identified areas of need. Initial work includes strengthening instructional practices, improving systems to monitor student engagement and attendance, and enhancing academic and social-emotional supports. Efforts for African American students are focused on improving school climate, engagement, and connectedness, while work for Students with Disabilities is centered on increasing access to grade-level instruction, expanding inclusive practices, and strengthening systems of support to improve achievement and engagement.

In addition, the district is initiating professional learning focused on equitable and inclusive practices and using data to inform site-level planning and continuous improvement.

These efforts represent the district's early implementation of technical assistance, with a focus on addressing disparities and building staff capacity to improve outcomes for both student groups.

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.

2025-2026
As of December 17, 2025, Fremont Academy of Environmental Science and Innovative Design exited CSI status.

Support for Identified Schools

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

Even though Fremont Academy exited CSI status in December, the support described above continued throughout the school year. The plan was executed as described. The collaboration between the consultant, Orenda Education, continued throughout the year.

The Oxnard School District will support Fremont Academy in developing and implementing its Comprehensive Support and Improvement (CSI) plan. This support will focus on a school reform model aimed at improving student outcomes in areas such as chronic absenteeism, suspension rates, and academic performance in English language arts and mathematics.

To inform the CSI plan, the district will leverage its internal systems, programs, and personnel. Key components of a CSI plan, such as comprehensive needs assessment, educational partner involvement, and addressing resource inequities, are already integrated into the Single Plan for Student Achievement (SPSA) template. Consequently, the Fremont SPSA will serve as the CSI plan. The Leadership Team and School Site Council of Fremont Academy will develop and monitor this plan with guidance and support from the Director of School Performance and Student Outcomes, who will also act as their CSI Coordinator. Continuous data analysis from benchmark assessments will help determine student needs. Teachers will have Professional Learning Community (PLC) time and separate common planning time weekly to plan instruction. Additionally, a robust Multi-Tiered System of Supports (MTSS) will be implemented to ensure student needs are met, with guidance and support provided by the Director of Pupil Services.

The district will support academic intervention programs for Fremont students. Its professional development plan includes training on evidence-based instructional strategies, mathematics and comprehensive literacy, district-mandated academic programs and software, district data systems, Positive Behavioral Interventions and Supports (PBIS), the MTSS process, and social-emotional programs and strategies. Site Administrators will participate in this professional development and receive additional training to enhance their skills as instructional leaders through a consultant. Furthermore, a comprehensive family and community engagement plan will involve various members, such as the District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Parent Advisory Committee (PAC), Parent-Teacher Association (PTA), the African-American Parent Group, the Mixteco Parent Group, the Asian-American, Pacific Islander Parent Group, and Project2Inspire.

In addition to the district's internal support systems and services, CSI funds have been allocated to contract with an external provider, Orenda Education, to support Fremont Academy in its CSI plan development and implementation. Orenda Education employs the Teach, Lead, Counsel (TLC) approach, which aims to create equity-based systemic changes in schools, ensuring continuous and sustainable improvement. The TEACH component focuses on building a powerful teaching and learning system by designing grade-level curricula, common assessments, and instructional strategies while enabling educators to reflect on and reassess their methods. The LEAD component enhances the capacity of site and district leaders through a scholarly and technical approach, supporting school conditions that enable staff and students to achieve their targets. The COUNSEL component strengthens the student support services division within the school community, where staff use actionable college readiness indicator data through Orenda's monitoring software to track student progress toward college and career readiness.

Monitoring and Evaluating Effectiveness

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

Even though Fremont Academy exited CSI status in December, the monitoring and evaluation described above continued throughout the school year.

To effectively monitor and evaluate the implementation of the CSI plan and support student and school improvement efforts, the Oxnard School District has established a structured framework. The CSI Coordinator, serving as the District Director of School Performance and

Student Outcomes, will actively participate in Fremont Academy's School Site Council (SSC) and Leadership Team meetings on a regular basis. Their primary responsibility will be to oversee and assess the progress of the CSI plan using a designated monitoring tool designed specifically to measure advancements toward predetermined metrics. Additionally, to ensure comprehensive oversight and support, a representative from the external technical support provider, Orenda Education, will be invited to these meetings to provide updates and pertinent information.

These meetings will focus on evaluating the effective utilization of CSI funds to achieve the outlined grant objectives. Integral to this evaluation process will be the collection and analysis of key outcome data aimed at informing ongoing decision-making and assessing the efficacy of the school's CSI strategies. This data includes academic achievement metrics such as CAASPP results in English Language Arts (ELA) and Mathematics, disaggregated to include all student subgroups. Furthermore, local benchmark data from STAR Reading and STAR Math assessments will provide insights into student progress and identify areas needing improvement.

To gauge student engagement and behavior trends, metrics such as attendance rates, chronic absenteeism rates, and suspension rates will be closely monitored. Additionally, Panorama survey results will be used to assess student social-emotional learning and well-being, as well as levels of parent engagement and satisfaction with school initiatives. Regular dissemination of these outcomes and findings will occur during SSC, English Learner Advisory Committee (ELAC), Site Leadership, and staff meetings. This collaborative approach ensures that all educational partners are well-informed about the progress of the CSI plan, facilitating informed decision-making and allowing for adjustments as needed to continuously enhance student outcomes and school effectiveness.

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
Students; Teachers; Principals; Administrators; Other School Personnel; Local Bargaining Units of the LEA; Parents; Students; SELPA Consultation	General Timeline of the LCAP Process and Meetings: February 2026 • February 18, 2026: Provided a mid-year LCAP presentation to the Board of Trustees. February - May 2026 • Attended the LCAP Writer's Workshop and LCAP Kick-off hosted by the Ventura County Office of Education (VCOE) to receive initial guidance on the development process. • Initiated ongoing communication with VCOE for technical assistance, clarifications, and recommendations throughout the LCAP development period. • Data collection began informally through ongoing departmental meetings and discussions across Educational Services to identify emerging needs and areas of focus. • Began incorporating LCAP discussions and feedback collection into various established meeting agendas, including but not limited to: – Parent Advisory Committee (PAC) – Feb 19, 2026 – Family and Community Engagement (FACE) – Feb 24, 2026 and March 4, 2026 – LCAP OSD Staff Webinar – March 9, 2026 – LCAP Committee – February 20, 2026 / March 18, 2026 /May 12, 2026

Educational Partner(s)	Process for Engagement
	– LCAP Family Webinars – March 10, 2026 / March 12, 2026 /May 11, 2026 / May 14, 2026 – Migrant Parent Advisory Committee (Migrant PAC) – Mach 18, 2026 – PTA Committee – March 23, 2026 – Outreach Specialist (ORCs) – March 24, 2026 – Counselors – March 24, 2026 – District English Learner Advisory Committee (DELAC) – March 26, 2026 – Principals – April 14, 2026 – Curriculum Council Committee – May 14, 2026 – Superintendent Fellows – March 18, 2026, April 22, 2026 – Community Members – LCAP Feedback and Suggestions Online Survey (on going) – Other site and district-level collaborative meetings February 2026 • February 20, 2026: Held the first formal LCAP Committee Meeting to review preliminary data, discuss goals, and plan stakeholder engagement strategies. March – May 2026 • March 18, 2026 and May 12, 2026: Conducted additional LCAP Committee meetings to review stakeholder input received to date, refine proposed actions and services, and ensure alignment with identified student needs. • March 9, 2026: Hosted a live webinar for staff to provide an overview of the LCAP draft and to solicit further feedback. • March 10, 2026 / March 12, 2026 /May 11, 2026 / May 14, 2026 : Hosted live webinars for families, offering an opportunity for parents and community members to learn about the LCAP, ask questions, and provide input. • May 6, 2026: Announced the Public Hearing for the LCAP. This announcement was: – Posted on all school sites and District office – Published on the district's website

Educational Partner(s)	Process for Engagement
	– Shared via social media platforms – Communicated to families via ParentSquare • May/June 2026: The Public Hearing announcement was published in the Ventura County Star newspaper to ensure broad community awareness. Winter 2025–26 and Spring 2026 • Distributed LCAP surveys: – Winter: Family surveys to gather input on needs, priorities, and program impacts. – Spring: Staff surveys to collect insights on implementation effectiveness and professional needs. May/June 2026 • May: Consulted with the Special Education Local Plan Area (SELPA) to ensure alignment of the LCAP with services and supports for students with disabilities and to meet all consultation requirements. • June 3, 2026: A public hearing was held on June 3, 2026, and no public comments were submitted. Public Board Adoption: June 17, 2026 Ongoing • Maintained continuous communication and collaboration across departments, VCOE, and educational partner groups to review data, refine actions, and ensure all voices are represented in the final LCAP.

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

The Oxnard School District believes that educating and supporting our children is a shared responsibility, one that thrives when all educational partners are actively engaged. The development of the 2026–2027 Local Control and Accountability Plan (LCAP) was shaped by comprehensive and inclusive feedback from students, families, staff, school leaders, and labor association representatives, all of whom contributed essential insights that informed the district's goals, actions, and priorities.

To ensure meaningful representation, the LCAP Committee for the 2026–2027 cycle was composed of district and site administrators, representatives from the Oxnard Educators Association (OEA), the Oxnard Supportive Services Association (OSSA), the California School Employees Association (CSEA), and families. This diverse group met three times over the course of the year to review district data, learn about the LCAP process, identify needs, and generate recommendations for the final plan.

The Special Education Department and the Special Education Local Plan Area (SELPA) were also engaged throughout the process. Special Education representatives participated in family meetings, and insights from the Special Education Report prepared by School Services of California informed LCAP decisions related to supports for students with disabilities. This included strengthening the Multi-Tiered System of Support (MTSS) and expanding both academic and social-emotional interventions.

In addition to the LCAP Committee, the district employed a variety of strategies to gather input from educational partners. Panorama surveys were created for families, community members, and staff, made available in both English and Spanish, and distributed through multiple channels, including meetings, the district website, email, and ParentSquare. Feedback was also collected through evaluations of professional learning sessions facilitated by both internal staff and external partners to assess professional learning needs and the effectiveness of the sessions attended.

Ongoing platforms such as Curriculum Council meetings, the Biliteracy Teacher Focus Group, and the newly formed Superintendent's Teacher Advisory Committee (TAC) provided educators with additional opportunities to share feedback on successes, challenges, instructional practices, and professional development, particularly as they relate to the implementation of the district's strategic plan.

In the 2025–26 school year, the district also hosted webinars to further expand opportunities for community members, families, and staff to share their input. A special effort was made to include voices from a broader range of roles. Meetings for specific groups, such as counselors, outreach specialists, teachers on special assignment, principals, and assistant principals, were held to gather suggestions. Looking ahead, the district aims to further extend outreach efforts through job-specific meetings to include classified employees in the upcoming school year.

Similarly, the district provided multiple venues for families and community members to share feedback. The District English Learner Advisory Committee (DELAC) served as a dedicated space for families of English learners to engage in the LCAP development process. In addition to DELAC, a variety of other parent and community advisory groups offered meaningful input during the school year. These included the African American Steering Committee, the African American Parent Advisory Group, the Mixteco Steering Committee, the Mixteco Parent Advisory Group, the Asian and Pacific Islander Parent Group, and the Newcomer Parent Group. These groups contributed critical insights related to cultural inclusivity, access to academic and social-emotional supports, language development, and equitable practices.

The district also established the Family and Community Engagement (FACE) Advisory Group, a committee dedicated to providing input on the implementation of the district's Family Engagement Framework. This group collaborates with district leaders to strengthen family-school partnerships and ensure alignment with the engagement goals outlined in the LCAP. Additionally, the Superintendent's Parent Advisory Committee (PAC) met regularly with the superintendent, giving families a consistent opportunity to discuss district initiatives, share concerns, and offer direct feedback to district leadership. This ongoing dialogue has promoted transparency, built trust, and helped ensure the district remains responsive to community needs. Additionally, through the Family and Community Engagement Group (FACE), which includes

community members and representatives from various family groups, the district also gathered additional feedback on the actions included in the LCAP.

Equally, student voice played a central role in informing the development of the 2026–2027 LCAP. The Superintendent Fellows, a leadership group composed of student representatives from every school site, participated in monthly meetings where they shared authentic reflections on their educational experiences directly with the district's superintendent. To further elevate student voice, the district has encouraged the formation of student leadership groups at each school site, creating consistent opportunities for students to share their views, advocate for their needs, and contribute to school improvement efforts.

These various opportunities for engagement, combined with data collected through Student Panorama Surveys, helped surface key student needs and aspirations, which had a significant influence on the goals and actions included in the 2026–2027 LCAP. Students expressed a strong desire for greater clarity and structure in their classrooms. They shared that understanding teacher expectations, both academic and behavioral, helped them feel more confident and successful. They also emphasized the importance of instruction that is engaging, relevant, and connected to real-world experiences. When lessons feel meaningful, their motivation and participation increase.

In describing the type of support they value most, students continued to highlight the importance of relationships, while also emphasizing the need for consistency in how those relationships are supported across classrooms and schools. They want teachers who are approachable, who take time to listen, and who offer guidance and encouragement when challenges arise. Students consistently shared that having adults who genuinely care about them, within a structured and predictable learning environment, makes a powerful difference in both their academic and emotional well-being.

Safety and inclusion remained important themes raised by students, with an increased emphasis on consistent expectations and proactive systems of support. They called for respectful and supportive school environments, free from bullying and discrimination, where behavior expectations are clear and consistently applied. Students emphasized the importance of feeling emotionally safe and knowing that their backgrounds and identities are recognized and valued. They also described the positive impact of authentic connections with staff when adults know them personally and take an interest in their lives, particularly within systems that ensure all students are known, supported, and included.

Student feedback also revealed a continued desire for more opportunities to build life skills and engage in deeper learning, alongside a clearer need for rigorous and relevant instruction that is consistently implemented. They expressed that critical thinking, creativity, and collaboration should be central to their school experience, and that schools should help them feel prepared for college, careers, and life beyond the classroom. Their reflections underscored a call for education that is rigorous, relevant, and responsive, supported by instructional practices that challenge and engage all learners while providing timely support when needed.

Families voiced similar priorities, with a stronger emphasis on consistent, accessible, and two-way communication across all schools. They advocated for stronger, more consistent communication between home and school, including regular updates on academic progress and upcoming events. Families emphasized that communication should be reciprocal, providing opportunities for meaningful dialogue with teachers and administrators, and should be available in home languages. They also highlighted the importance of expanded tutoring and academic support systems to help students close learning gaps and prepare for a successful future. Additionally, families expressed a need

for information and guidance on high school pathways, college and career readiness, and the process of pursuing higher education. More broadly, they called for schools that are welcoming, inclusive, and responsive through clear systems that support family engagement and partnership.

Educators across the district echoed many of these themes while placing increased emphasis on the need for greater alignment, coherence, and clarity across the system. Teachers shared a deep commitment to improving student outcomes but emphasized the need for more cohesive districtwide planning, vertical alignment across grade levels, and clear, consistent expectations for instructional practices. Teachers also called for district-supported, job-embedded professional development in key areas such as writing across the curriculum, foundational literacy and numeracy, social-emotional learning, and support for multilingual learners, including newcomers and long-term English learners (LTELs), along with ongoing coaching and collaborative structures to support implementation.

A strong request continued to emerge for support in using data effectively, with an added focus on streamlining systems and improving coherence. Many teachers shared concerns about the mismatch between grading systems, assessment data, and actual student performance. They advocated for more streamlined systems and clear guidance on how to analyze and use data constructively to drive instruction. Teachers also called for a renewed focus on rigor and depth, requesting flexibility to move beyond rigid pacing guides prescribed by publishers and toward instructional approaches that foster conceptual understanding, differentiation, and higher-order thinking.

Classified staff emphasized the importance of targeted professional development, clear and consistent communication, and access to the tools and resources needed to perform their roles effectively. They expressed a desire to be included more intentionally in districtwide planning and decision-making processes and called for a culture that values the vital contributions of all staff members. Classified staff also highlighted the importance of clear systems and expectations that enable them to effectively support students and school operations.

School leaders contributed feedback aligned with these themes, with an increased focus on systemwide coherence and implementation structures. They emphasized the need for improved alignment across schools and clearer, more consistent communication from the district. Principals advocated for professional development focused on leading effective Professional Learning Communities (PLCs), building robust Tier 1 and Tier 2 support systems through a Multi-Tiered System of Supports (MTSS) to address both academic and social-emotional needs, and developing coaching models to support staff professional growth. They also underscored the importance of culturally responsive, asset-based practices and called for increased collaboration and articulation across grade levels and school sites to ensure consistent implementation of district priorities.

Throughout the engagement process, several common themes emerged across all educational partner groups. These included the need for coherent and aligned systems, improved and consistent communication and engagement, targeted professional development and capacity building, student-centered and inclusive learning environments, expanded academic and behavioral supports, and the integration of data systems and instructional practices to support effective implementation. Collectively, this feedback reflects a call for a more focused, consistent, and responsive system that supports high-quality teaching and learning across all schools.

Compared to the previous LCAP cycle, educational partner input this year reflects an important shift from identifying broad areas of need to emphasizing the importance of system coherence, consistency, and effective implementation across schools. While stakeholders continue to prioritize relationships, academic support, communication, and safe learning environments, their feedback increasingly highlights concerns about variability in practices between sites, lack of clarity in expectations, and fragmentation across initiatives and systems. Educational

partners expressed a desire not only for continued access to supports, but for clearly defined, aligned structures that ensure all students experience high-quality instruction, consistent behavioral expectations, and equitable access to resources regardless of school or classroom. There was also a stronger focus on the need to streamline data systems, strengthen the use of data to inform instruction, and expand integrated approaches such as Multi-Tiered Systems of Support (MTSS) to address both academic and social-emotional needs. This shift in feedback informs the district's focus on strengthening coherence, clarifying expectations, and ensuring consistent implementation of key strategies across all schools in the 2026–27 LCAP.

The actions and goals outlined in the 2026–2027 LCAP are a direct response to the identified needs of our educational partners. They reflect the district's commitment to students, families, and staff through thoughtful, inclusive, and strategic planning. This approach ensures continued alignment with the district's broader purpose of serving its students by providing a well-rounded, high-quality education that prepares them to change the world as inspired, accomplished, multilingual global citizens, both in school and beyond.

The draft LCAP was presented at a Public Hearing on May 20, 2026, and formally adopted by the Board of Trustees on June 3, 2026. While no public comments requiring a written response were submitted, the LCAP itself is the result of extensive educational partner input gathered throughout the year.

Ultimately, the 2026–2027 LCAP reflects a collective vision, one shaped by the lived experiences and aspirations of students, families, educators, and community members. The insights gathered through this process were not simply collected but acted upon. They are reflected in the district's goals to strengthen instructional coherence, expand academic and social-emotional supports, increase family engagement, and build a system where every student is known, supported, and inspired to thrive. The voices of our educational partners, especially our students, continue to guide and ground our work toward equity, excellence, and shared responsibility for student success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Academic Engagement and Achievement: Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices. (SP 1.1) HIGH INTELLECTUAL PERFORMANCE (SP 1.2) STRENGTHENING INSTRUCTION & STUDENT ENGAGEMENT (SP 1.3) STUDENT PROFILE-DRIVEN LESSON DESIGN (SP 1.4) MULTILINGUALISM (SP 1.5) TECHNOLOGY	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal has been developed in alignment with the Oxnard EMPOWERS Strategic Plan Goal 1, which focuses on Improving Student Academic Engagement and Achievement. The Oxnard School District recognizes the imperative to significantly accelerate student engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices. The district is confident that through evidence-based first instruction relevant to our students' experiences, teachers will deliver the rigorous instruction necessary for student success.

Current student data underscore the urgent need for the Oxnard School District to enhance the academic achievement of all students, including English Learners, Foster Youth, Low-Income students, and student groups experiencing performance gaps. The district's overall growth has been relatively stagnant since 2015, with the percentage of students meeting or exceeding academic standards significantly trailing behind that of the county and state averages. Additionally, the 2024 Local Indicator Self-Reflection Tool identified areas for growth, which will also be addressed within this goal.

To effectively monitor progress toward achieving goal 1, the district will utilize statewide and local assessment metrics that can be disaggregated by student group, ensuring that all student demographics are addressed and held to high standards. Various data sources, including the CA Dashboard results, statewide assessment outcomes, reclassification rates, the Panorama Staff Survey, and the percentage of students with IEPs served within the regular classroom, will be used to track progress. These metrics will enable the district to measure and monitor year-to-year growth for all students, including those with performance gaps.

The following acronyms will be used throughout the 'Metrics' section of this document to refer to specific student groups: Emergent Multilingual Learners/Students Learning English (EL), Youth in Foster Care (FY), Youth Experiencing Homelessness (HOM), Youth Experiencing Socioeconomic Disadvantages (SED), Students Receiving Special Education Services (SWD).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Panorama - Staff Survey Percentage of staff responding “Yes, most of the time or all the time” (State Priority 7B)	Source: 2023-24 Panorama Report District Providing Services to Unduplicated Pupils: 68%	Source: 2024-25 Panorama Report District Providing Services to Unduplicated Pupils: 75%	Source: 2025-26 Panorama Report District Providing Services to Unduplicated Pupils: 79%	Source: 2026-27 Panorama Report District Providing Services to UnduplicatedPpupils: 90%	Source: Panorama Report +11%
1.2	Statewide Assessment - SBAC English Language Arts (ELA) Percent of All Grades students Met or Exceed Standard for ELA (State Priority 4A)	Source: 2022-23 DataQuest ALL: 28.8% EL: 10.80% FY: 21.05% HOM: 19.39% SED: 26.24% SWD: 5.73%	Source: 2023-24 DataQuest ALL: 30.14% EL: 9.66% FY: 18.18% HOM: 20.74% SED: 28.03% SWD: 6.35%	Source: 2024-25 DataQuest ALL: 33.65% EL: 12.47% FY: Student group too small to report HOM: 22.72% SED: 31.22% SWD: 6.68%	Source: 2025-2026 DataQuest ALL: 50% EL: 30% FY: 40% HOM: 40% SED: 45% SWD: 25%	Source: DataQuest ALL: +7.85% EL: +1.67% FY: Student group too small to report HOM: +3.33% SED: +4.98% SWD: -.95%
1.3	Statewide Assessment - SBAC Mathematics Percent of All Grades students Met or Exceed Standard for Math (State Priority 4A)	Source: 2022-23 DataQuest ALL: 18.35% EL: 8.78% FY: 15.79% HOM: 12.85% SED: 16.53% SWD: 3.44%	Source: 2023-24 DataQuest ALL: 20.16% EL: 8.76% FY: 9.09% HOM: 14.83% SED: 18.46% SWD: 4.91%	Source: 2024-25 DataQuest ALL: 21.75% EL: 9.55% FY: Student group too small to report HOM: 14.26% SED: 19.08% SWD: 5.04%	Source: 2025-2026 DataQuest ALL: 40% EL: 30% FY: 35% HOM: 35% SED: 35% SWD: 20%	Source: DataQuest ALL: +3.4% EL: +.77% FY: Student group too small to report HOM: +1.41% SED: +2.55% SWD: +1.6%
1.4	Statewide Assessment - California Science Test (CAST)	Source: 2022-23 DataQuest	Source: 2023-24 DataQuest	Source: 2024-25 DataQuest	Source: 2025-26 DataQuest	Source: DataQuest ALL: +18.22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of All Grades students Met or Exceed Standard for Science (State Priority 4A)	ALL: 14.44% EL: 1.63% FY: Student group too small to report HOM: 6.91% SED: 12.64% SWD: 3.14%	ALL: 16.23% EL: 1.77% FY: Student group too small to report HOM: 9.64% SED: 14.24% SWD: 2.82%	ALL: 32.66% EL: 2.81% FY: 9.92% HOM: 14.88% SED: 22.34% SWD: 9.89%	ALL: 35% EL: 20% FY: Student group too small to report HOM: 30 SED: 35% SWD: 20%	EL: +1.18% FY: Student group too small to report HOM: +7.97% SED: +9.7% SWD: +6.75%
1.5	English Learner Proficiency/Summative ELPAC Percentage of students at each overall performance level (State Priority 4E)	Source: 2022-23 DataQuest Level 1: 18.55% Level 2: 29.83% Level 3: 36.43% Level 4: 15.19%	Source: 2023-24 DataQuest Level 1: 22.57% Level 2: 33.05% Level 3: 34.90% Level 4: 9.48%	Source: 2024-25 DataQuest Level 1: 21.57% Level 2: 31.87% Level 3: 34.39% Level 4: 12.17%	Source: 2025-26 DataQuest Level 1: 10% Level 2: 20% Level 3: 30% Level 4: 40%	Source: DataQuest Level 1: +5.01% Level 2: -1.41% Level 3: -4.03% Level 4: +.34%
1.6	English Learner Reclassification Rates (State Priority 4F)	Source: 2023-24 Fall 1 Data CALPADS 2.8 English Acquisition Status Report Grades K-8 ALL: 27% Grades K-2 ALL: 0% Grades 3-8 ALL: 27%	Source: 2024-25 (as of 2/05/25) Data CALPADS 2.8 English Acquisition Status Report Grades K-8 ALL: 18.6% Grades K-2 ALL: 0% Grades 3-8 ALL: 18.6%	Source: 2025-26 (as of 2/05/25) Data CALPADS 2.8 English Acquisition Status Report Grades K-8 ALL: 16% Grades K-2 ALL: 0% Grades 3-8 ALL: 16%	Source: 2026-27 Fall 1 Data CALPADS 2.8 English Acquisition Status Report Grades K-8 ALL: 50% Grades K-2 ALL: 5% Grades 3-8 ALL: 45%	Source: Data CALPADS 2.8 English Acquisition Status Report Grades K-8 ALL: -11% Grades K-2 ALL: Remained at 0% Grades 3-8 ALL: -11%
1.7	Least Restrictive Environment (LRE) Indicator 5A – General Education Participation The percentage of students with IEPs	Source: 2023-24 Fall CALPADS Report 16.13 <40% ALL: 19.47% 40% - < 80%	Source: 2024-25 Fall CALPADS Report 16.13 <40% ALL: 18.49%	Source: 2025-26 Fall CALPADS Report 16.13 <40% ALL: 21.1%	Source: 2026-27 Fall CALPADS Report 16.13 <40% ALL: 15%	Source: CALPADS Report 16.13 <40% ALL: +1.63% 40% - < 80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	served inside the regular class (State Priority 7C)	ALL: 24.13% >=80% ALL: 52.16%	40% - < 80% ALL: 21.12% >=80% ALL: 46.80%	40% - < 80% ALL: 22.1% >=80% ALL: 56.8%	40% - < 80% ALL: 18% >=80% ALL: 62%	ALL: -2.03% >=80% ALL: +4.64%
1.8	Statewide Assessment: ELA Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) (State Priority 4A)	Source: 2022-23 CA Dashboard All: -57.2 EL: -77 FY: -116.3 HOM: -84.8 SED: -63.6 SWD: -132.7 African American: -54.6 Hispanic: -60.5 White: -19.3 Two or More Races: -3.3 Asian: 25 Filipino: 28.7	Source: 2023-24 CA Dashboard All: -55.3 EL: -74 FY: -74.2 HOM: -81.3 SED: -59.8 SWD: -127.3 African American: -71.3 Hispanic: -57.5 White: -18.3 Two or More Races: -4.4 Asian: 17.1 Filipino: 41.8	Source: 2024-25 CA Dashboard All: -46 EL: -62.2 FY: Student group too small to report HOM: -74 SED: -51.6 SWD: -120.5 African American: -45.1 Hispanic: -49.1 White: -14.4 Two or More Races: 12.9 Asian: 27.9 Filipino: 44.4	Source: 2025-2026 CA Dashboard All: -25 EL: - 35 FY: - 50 HOM: - 40 SED: -30 SWD: -60 African American:-20 Hispanic: -30 White: -5 Two or More Races: 10 Asian: 40 Filipino: 45	Source: CA Dashboard All: +11.2 EL: +14.8 FY: Student group too small to report HOM: +10.8 SED: +12 SWD: +12.2 African American: +9.5 Hispanic: +11.4 White: +4.9 Two or More Races: +16.2 Asian: +2.9 Filipino: +15.7
1.9	Statewide Assessment: Math Students meeting grade-level standards on the Math assessment based on distance from standard (DFS) (State Priority 4A)	Source: 2022-23 CA Dashboard All: -90.8 EL: - 104.5 FY: -125.1 HOM: -105.3 SED: -96.5 SWD: -158.5 African American: -99.7 Hispanic: -94.5 White: -49.8 Two or More Races: -41.8	Source: 2023-24 CA Dashboard All: -55.3 EL: -74 FY: -74.2 HOM: -81.3 SED: -59.8 SWD: -127.3 African American: -71.3 Hispanic: -57.5 White: -18.3	Source: 2024-25 CA Dashboard All: -79.8 EL: -94.1 FY: Student group too small to report HOM: -105.5 SED: -85.3 SWD: -145.7 African American: -87.9 Hispanic: -83.1 White: -52.7	Source: 2025-2026 CA Dashboard All: -45 EL: - 50 FY: -60 HOM: - 50 SED: -45 SWD: -80 African American: -45 Hispanic: -45 White: -25	Source: CA Dashboard All: +11 EL: +10.4 FY: Student group too small to report HOM: +.2 SED: +11.2 SWD: +12.8 African American: +11.18 Hispanic: +11.4 White: -2.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 18.2 Filipino: 3.4	Two or More Races: -4.4 Asian: 17.1 Filipino: 41.8	Two or More Races: 12.2 Asian: 21 Filipino: 14.6	Two or More Races: -20 Asian: 30 Filipino: 15	Two or More Races: +54 Asian: +2.8 Filipino: +11.2
1.10	These priorities are specifically designed for high-school and do not apply to TK-8 school districts: A-G requirements completion (State Priority 4B) Career technical education sequences completion (State Priority 4C) A-G and CTE course requirements completion (State Priority 4D) AP exam with score of 3 or higher (State Priority 4G) Participation and demonstration of college preparedness (e.g., EAP) (State Priority 4H) High school dropout rates (State Priority 5D) High school graduation rates (State Priority 5E)	N/A	N/A	N/A	N/A	N/A

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.

2025-2026- An analysis of how this goal was carried out in the previous year.

The 2025–2026 school year marked a year of purposeful implementation and continued growth for Oxnard School District in advancing Goal 1: High-Quality Teaching and Learning. The district made significant strides in ensuring equitable access to rigorous, engaging, and standards-aligned instruction through a diverse range of programs and instructional supports.

Across the board, actions such as the expansion of biliteracy programs and the districtwide offering of arts education contributed meaningfully to both academic progress and student engagement. Key instructional platforms, including Renaissance and the district's learning management system, provided valuable data and tools to monitor student learning and guide instructional decision-making. At the same time, foundational work in standards alignment, assessment coherence, and professional collaboration through PLCs laid the groundwork for sustained academic growth.

While most actions were implemented as planned, the district identified opportunities for further growth. Actions such as Project-Based Learning, Universal Design for Learning, and expansion of multilingual opportunities will carry forward into the 2026–2027 school year for deeper implementation and broader reach. Adjustments in staffing models and enhanced professional development are planned to address gaps and accelerate progress.

In the current Local Control and Accountability Plan (LCAP) cycle, actions within this goal are interconnected and structured to be mutually supportive. This integrated design limits how the impact and supporting evidence of each individual action are documented and reported within the LCAP. As a result, the effectiveness of each action is referenced using a broader metric aligned with the overall goal.

Future planning will include the intentional organization of actions within each goal to incorporate specific, identifiable metrics for both implementation and effectiveness.

Overall, the implementation of Goal 1 actions resulted in improved academic outcomes, increased motivation and engagement, and strengthened instructional coherence across schools. As the district moves into the next school year, the work will continue with a strong focus on strategic alignment, inclusive learning environments, and ensuring that every student benefits from high-quality teaching and learning experiences. Below is an analysis of each action included in Goal 1:

1.01 Academic Incentives and Recognitions
The district implemented academic incentives across school sites, including promotion regalia and recognition for biliteracy achievement, which contributed to higher student motivation and improved performance in local and state assessments, especially among 5th and 8th graders.

1.02 Youth Cinema Project

Students at Chavez and Lopez schools participated in the Youth Cinema Project, producing work showcased at the Latino Film Festival, while supporting academic and social-emotional growth.

1.03 Expansion of the Arts
All schools within the district offered at least one visual or performing arts class, while some sites expanded to multiple classes using additional funding.

1.04 Teachers for the Arts
The district hired art teachers and music teachers, though positions were converted to classified roles due to hiring challenges.

1.05 Implementation and Expansion of Biliteracy
Biliteracy programs continue to expand within 10 schoolwide models and two middle school strands, resulting in stronger academic and social-emotional outcomes for students.

1.06 Expand Primary Language Classroom and Site Libraries
Books in students' primary languages were purchased for dual language classrooms, supporting literacy development and engagement.

1.07 Renaissance Software
STAR assessments were administered consistently across TK–8 supporting instructional planning and student progress monitoring.

1.08 Learning Management System
Students and teachers used Canvas to support assignment submissions and feedback, improving access to instructional materials and resources.

1.09 Data Management Systems
Teachers and administrators utilized data platforms to track academic progress and support multilingual learners; while some tools were underused, training increased strategic instructional use.

1.10 Portfolio Management System: TK
The portfolio management system (DRDP) was available to all transitional kindergarten teachers, who used it to track student development and readiness. The system helped support early learning goals, and implementation was consistent across the district without any required changes.

1.11 Implementation of Grade-Level Standards
Professional learning for standards-based instruction, coaching, and lesson design tools supported measurable growth in student achievement at participating schools.

1.12 Alignment of State Standards and Local Assessments
Grade-level teams aligned local assessments with California standards, improving assessment consistency and instructional decision-making.

1.13 Vertical and Horizontal Planning and Communication
Teachers engaged in collaborative planning within and across grade levels, resulting in greater instructional coherence and smoother student transitions.

1.14 Project-Based Learning
This school year, Chavez School has embraced the implementation of project-based learning across content areas and grade levels. The school is actively working to develop a plan that provides students with meaningful learning experiences grounded in real-life situations and applications. Educational Services will support this work through ongoing professional development and the provision of resources. This action will continue into the next school year with the goal of expanding project-based teaching and learning across the school and district.

1.15 Interdisciplinary Units
Teachers refined instructional maps to include interdisciplinary units, particularly in biliteracy and middle school programs, improving writing and engagement.

1.16 Universal Design for Learning (UDL)
Building on the momentum from the previous school year, the district adopted a trainer-of-trainers model, preparing all Teachers on Special Assignment (TOSAs) and Content Specialists to serve in this role. With this approach, rather than offering isolated professional development, the principles of Universal Design for Learning (UDL) are embedded within all professional development and coaching across content areas.

1.17 Implementation of Essential Pedagogical Principles
This action was incorporated into multiple other actions throughout the LCAP. Student-centered, collaborative, and rigorous instructional strategies were implemented across subjects, especially in mathematics, with aligned supporting materials

1.18 Implementation of the CA Frameworks
Teachers attended professional development on California content frameworks, supported by coaching.

1.19 Professional Learning Communities
Schools engaged in regular PLC sessions, supported by training and coaching for leadership teams, improving formative data use and instructional coherence.

1.20 Developing Multilingualism
The district sustained multilingual programs.

1.21 Implementation of Oxnard "MAS" / Multilingual Master Plan
The district implemented its multilingual master plan, which aimed to improve academic growth for English Learners through aligned instructional strategies.

1.22 Implementation of Oxnard EMPOWERS / Master Plan

The district's LCAP and the district's master plan were aligned to ensure coherence across instructional practices, supported by extensive professional development and departmental coordination. Although some areas of the plan are more developed than others, the district has a plan to continue building implementation to ensure all components are fully integrated into school site practices next year.

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

2025-2026
During the 2025–2026 school year, most Goal 1 actions were implemented as planned, with minimal variance between budgeted and estimated actual expenditures. However, a material difference was observed due to a shift in implementation priorities and timelines.

For Action 1.17 (Implementation of Essential Pedagogical Principles), the district allocated approximately $20,000 to support professional development and implementation. During the 2025–2026 school year, this action was implemented by embedding the Essential Pedagogical Principles through a variety of existing district actions. As a result, the funds allocated to Action 1.17 were not expended directly under this action; instead, they were distributed across other related actions that supported implementation.

The district determined that this more strategic, phased approach would better support long-term success and sustainability. This action will carry forward into the 2026–2027 school year with a refined implementation plan focused on building staff capacity and integrating essential pedagogical principles into existing structures, including Data Reflection Sessions (DRS) and collaborative planning with teachers. This adjustment is intended to ensure stronger alignment, more effective implementation, and improved outcomes in the coming year.

Overall, aside from this adjustment, expenditures and percentages of improved services across Goal 1 actions remained closely aligned with initial plans.

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

2025-2026- A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The majority of Goal 1 actions continue to demonstrate effectiveness in advancing the district’s commitment to high-quality teaching and learning, with evidence of strengthened instructional coherence, increased student engagement, and improved systems to support academic achievement.

Academic Incentives and Recognitions (Action 1.01) continues to show strong effectiveness in promoting student motivation and celebrating achievement. Districtwide recognition efforts remained consistent, with events such as the Biliteracy Gala well represented across all schools. These efforts reinforce a culture that values academic success and student accomplishment.

Implementation and Expansion of Biliteracy (Action 1.05) remains a cornerstone of the Oxnard School District’s instructional program. The district continues to implement the biliteracy program with a focus on continuous improvement, engaging in an annual cycle of analysis and refinement to strengthen the quality and consistency of implementation. Through this process, adjustments are made each year to increase fidelity across schools and grade levels. With the support of Teachers on Special Assignment and an aligned biliteracy framework, this action has strengthened coherence and continues to support positive outcomes for students.

Instructional alignment efforts, including Alignment of State Standards and Local Assessments (Action 1.12), proved effective in supporting teaching and learning. Increased curriculum alignment has enabled practitioners to be more intentional in lesson planning and has strengthened the Professional Learning Community (PLC) process. PLCs (Action 1.19) continue to serve as a central structure for continuous improvement, with school teams engaging in collaborative cycles focused on data analysis, instructional planning, and responsive teaching practices.

Universal Design for Learning (Action 1.16) continues to be an area of emphasis and growing effectiveness. UDL practices are increasingly being embedded across content areas, supporting greater access and engagement for all students. While progress has been made, the district will continue to build capacity to ensure consistent implementation across all schools.

The Implementation of Oxnard EMPOWERS / Master Plan (Action 1.22) demonstrated strong effectiveness. The alignment between the district's LCAP and Strategic Plan has provided clear guidance and coherence across instructional practices, supported by ongoing professional development and cross-departmental collaboration. This alignment continues to be reflected in consistent practices across schools and progress on state metrics and assessments.

Action 1.01 demonstrated strong effectiveness, as evidenced by increased student motivation and improved outcomes measured by state metrics and assessments, with no significant challenges encountered and no changes needed.

Action 1.02 demonstrated strong effectiveness, as evidenced by student projects and academic growth measured by state metrics and assessments, with the program operating as intended without adjustments.

Action 1.03 demonstrated strong effectiveness, as evidenced by improved student engagement and outcomes measured by state metrics and assessments, with no changes necessary.

Action 1.04 shows emerging effectiveness, as evidenced by expanded arts instruction across schools despite staffing adjustments, measured by state metrics and assessments, supporting creative learning environments.

Action 1.05 demonstrated strong effectiveness, as evidenced by improved student outcomes measured by state metrics and assessments with no changes required.

Action 1.06 demonstrated strong effectiveness, as evidenced by improved literacy development and engagement measured by state metrics and assessments, with implementation proceeding as planned.

Action 1.07 demonstrated strong effectiveness, as evidenced by high participation rates informing instructional decisions measured by state metrics and assessments, requiring no changes.

Action 1.08 shows emerging effectiveness, as evidenced by improved access to learning measured by state metrics and assessments, though inconsistent use by some teachers indicates a need for continued support to ensure equitable implementation.

Action 1.09 shows emerging effectiveness, as evidenced by improved platform use following training efforts measured by state metrics and assessments, with plans for expanded training.

Action 1.11 demonstrated strong effectiveness, as evidenced by improved student achievement outcomes measured by state metrics and assessments.

Action 1.12 demonstrated strong effectiveness, as evidenced by improved alignment and data reliability for instructional decisions measured by state metrics and assessments, with no modifications needed.

Action 1.13 demonstrated strong effectiveness, as evidenced by improved instructional coherence and student transitions measured by state metrics and assessments, with no changes needed.

Action 1.15 demonstrated strong effectiveness, as evidenced by improved writing and engagement outcomes measured by state metrics and assessments.

Action 1.16 shows emerging effectiveness, as evidenced by improved instructional access for participating teachers, as measured by state metrics and assessments, with broader implementation planned for the coming year.

Action 1.17 demonstrated strong effectiveness, as evidenced by enhanced instructional practices across subjects measured by state metrics and assessments.

Action 1.18 demonstrated strong effectiveness, as evidenced by improved framework-aligned instruction measured by state metrics and assessments.

Action 1.19 demonstrated strong effectiveness, as evidenced by improved formative data use and instructional alignment measured by state metrics and assessments, requiring no revisions.

Action 1.20 shows emerging effectiveness, as evidenced by partial implementation with promising early outcomes measured by state metrics and assessments.

Action 1.21 shows emerging effectiveness, as evidenced by some gains in student outcomes measured by local and state assessments.

Action 1.22 demonstrated strong effectiveness, as evidenced by aligned instructional practices and system coherence measured by state metrics and assessments.

The actions under Goal 1 were effective and aligned with the district’s strategic priorities. Where actions were fully implemented, evidence shows increased coherence, stronger instructional practices, and enhanced systems of support. For areas still in progress, the district has established a clear path forward to deepen implementation and sustain progress in the coming year.

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.

2025-2026- 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.

Following a comprehensive review of the 2025–2026 implementation year, the district has reflected on its progress toward Goal 1: High-Quality Teaching and Learning and used these insights to guide planning for the 2026–2027 cycle. While the overarching goal, metrics, and target outcomes remain unchanged, several adjustments have been made to specific actions and implementation strategies to strengthen effectiveness, increase coherence, and ensure more strategic use of resources.

As part of the LCAP development process, educational partners, including families, teachers, advisory groups, and survey participants, continued to affirm that Goal 1 actions align with the academic priorities and values of the community. Input gathered through FACE meetings, the Curriculum Council, LCAP Committee, and Panorama surveys reinforced the importance of engaging instructional practices, recognition of student achievement, access to inclusive learning environments, and the continued strengthening of biliteracy and instructional coherence across the district.

Based on reflection and implementation data, Action 1.02, Youth Cinema Project, will not continue in the 2026–2027 school year. Participating schools will instead integrate project-based learning into existing elective courses such as Journalism and Careers. This shift allows for a more sustainable and scalable approach to real-world, applied learning experiences within established site programs.

Action 1.09 supports the purchase of Ellevation. The Language Strategies component of this action will be discontinued due to minimal utilization of the modules by teachers. This refinement ensures that district resources and professional learning efforts are focused on tools and strategies demonstrating higher levels of implementation and impact. Aside from this adjustment, the action will be carried forward into the next school year.

Action 1.16, Universal Design for Learning (UDL), will continue with an adjusted implementation approach. The district has developed internal capacity through Teachers on Special Assignment, and moving forward, UDL implementation will be more strategically guided by the Teaching and Learning Department. This shift is intended to ensure greater coherence, consistency, and sustainability as UDL practices are expanded across schools.

Additionally, the district will continue to refine implementation practices across actions by strengthening professional development, increasing alignment across departments, and deepening the integration of key initiatives such as project-based learning and inclusive instructional strategies. These changes reflect targeted adjustments based on prior practice and implementation data, ensuring that actions remain responsive, effective, and aligned to the district’s mission of providing high-quality, equitable instruction for all students.

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	Academic Incentives and Recognitions	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Aligned with the district's strategic plan and reflective of its student profile, this action focuses on implementing incentives tailored for unduplicated student groups. It aims to motivate and encourage students by emphasizing the importance of continuing their career and/or college paths, consistent with the district's strategic goal to foster a college-going culture and promote post-secondary education. This approach underscores the district's commitment to nurturing the holistic development of our unduplicated student groups, in accordance with the student profile traits of the Oxnard School District. This action includes gowns for eighth grade promotion ceremonies, the pathway towards biliteracy as well as other academic incentives and recognitions. Progress will be tracked through state metrics and assessments (SP 3.3.2).	$193,882.30	No
1.2	Youth Cinema Project	Discontinued- The Youth Cinema Project action will not be included in the 2026–2027 LCAP, as the district has shifted to leveraging internal capacity and resources to support similar instructional and enrichment opportunities.	$0.00	
1.3	Expansion of the Arts	The Oxnard School District's unduplicated student groups, which constitute more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular	$435,357.00	No

Action #	Title	Description	Total Funds	Contributing
		opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action involves allocating resources to support a diverse array of arts instruction, encompassing technology, visual arts, music, theater, and dance. By investing in the district's arts program, the district aims to ensure equitable access to high-quality arts education that fosters creativity, critical thinking, and cultural appreciation among all unduplicated student groups. With this action, the district seeks to enhance the educational experience of its unduplicated student groups and cultivate a vibrant arts community within the district, in alignment with the district's strategic plan. This action will be monitored through site master schedules (SP 1.2.3).		
1.4	Teachers for the Arts	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By hiring teachers to support arts instruction, the district aims to enhance unduplicated student groups' musical proficiency, foster a deeper appreciation for music, and develop valuable skills such as discipline, focus, and creativity. Through this action, the district is committed to providing unduplicated student groups with a well-rounded education that includes robust opportunities to participate in the arts, contributing to their overall academic success and personal development. This action will be monitored through site master schedules (SP 1.2.3).	$2,520,623.44	No
1.5	Implementation and Expansion of Biliteracy	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Oxnard School District will continue to develop and refine coherent TK-8 multilingual pathways in alignment with its Strategic Plan. The district will maintain its established plan to transition seven of its schools to full biliteracy sites while adding and developing strands in two of its three comprehensive middle schools. The development and refinement of coherent TK-8 multilingual pathways are crucial to the academic achievement of Emergent Multilingual Learners (EMLs). By implementing a structured biliteracy program, the district ensures that EMLs receive systematic and sustained instruction in both their native language and English. This approach not only supports language development but also enhances cognitive skills, cultural awareness, and self-esteem. Research shows that strong bilingual education programs can lead to improved academic performance, higher graduation rates, and better long-term educational outcomes for multilingual students (SP 1.4).		
1.6	Expand Primary Language Classroom and Site Libraries	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Expanding the primary language libraries and instructional resources at school sites, classrooms, and homes is essential for promoting inclusivity and supporting diverse learners within the district. This action not only fosters a sense of belonging and	$6,201.00	No

Action #	Title	Description	Total Funds	Contributing
		validation among unduplicated student groups but also facilitates their academic success by ensuring that they can access learning materials in a variety of languages. This action plays a crucial role in creating equitable learning opportunities for all unduplicated student groups and fostering a supportive educational ecosystem where every learner can thrive. This action will be monitored through state metrics and assessments (SP 1.4.6).		
1.7	Renaissance Software	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Renaissance Star Assessment Program is employed across the district as an assessment tool to identify unduplicated student groups for intervention placement and leveled instruction. In addition, another aspect of this program is its role as a local assessment tool to meet reclassification metrics for English Learners in Reading and Mathematics. Furthermore, the Accelerated Reader Program is utilized to bolster reading comprehension and fluency. The use of the myON program further enhances reading comprehension, accessed through 1:1 devices both at school and at home. This action will be monitored through state metrics and assessments (SP 1.5.1). The funding for this action was included in a previous LCAP as part of a multi-year contract.	$0.00	No
1.8	Learning Management System	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This	$163,149.53	Yes

Action #	Title	Description	Total Funds	Contributing
		action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district's Learning Management System (LMS) serves as a versatile platform to facilitate online learning and manage educational resources across all grade levels. It enables educators to create interactive lessons, share materials, and effectively communicate with unduplicated student groups and parents. The LMS allows educators to organize curriculum materials for various subjects and grade levels, deliver engaging content, assess student progress, and provide timely feedback. Additionally, the LMS provides parents with access to monitor student performance. This action will be monitored through state metrics and assessments (SP 1.5.1). Action addresses students identified for 2025 Differentiated Assistance: Students with Disabilities and African American Students		
1.9	Data Management Systems	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action allows for the continuous monitoring of student achievement and informs instructional practices. The district will continue to utilize data management systems including Illuminate and Ellevation to monitor and track interventions for English language learners/Emergent Multilingual Learners and all unduplicated student groups to manage assessment data and create disaggregated reports. This action will accurately monitor student progress and inform instructional actions, including intervention and enrichment.	$80,443.75	Yes

Action #	Title	Description	Total Funds	Contributing
		Progress will be tracked through state metrics and assessments (SP 1.5.1).		
1.10	Portfolio Management System: Transitional Kindergarten	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action provides TK educators access to tools that enable accurate documentation of student progress across various domains. Teachers will input observational data and evidence of student learning, facilitating ongoing assessment and personalized instruction tailored to benchmarks. Student portfolios facilitate efficient communication with parents, offering real-time updates on their child's developmental milestones and academic achievements. This action enhances the accuracy and effectiveness of assessments, promotes data-driven decision-making, and supports holistic development among TK unduplicated student groups district-wide. Progress will be tracked through state metrics and assessments (SP 1.5.1).	$22,120.00	Yes
1.11	Implementation of Grade-Level Standards	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Ensuring the implementation of grade-level	$74,795.49	No

Action #	Title	Description	Total Funds	Contributing
		standards for unduplicated groups is vital for promoting equity and academic excellence. Unduplicated groups, which include English learners, low-income students, and foster youth, often face systemic challenges that hinder their academic performance. By rigorously adhering to grade-level standards, the district ensures that all students receive a consistent, high-quality education that prepares them for future academic success and closes achievement gaps. Implementing these standards provides a clear framework for what students should know and be able to do at each grade level, enabling targeted instruction that meets their unique needs. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.1.1)		
1.12	Alignment of State Standards and Local Assessments	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Ensuring the alignment of state standards and local assessments is vital for supporting unduplicated student groups, which include English learners, low-income students, and foster youth. This alignment guarantees that the curriculum taught in classrooms reflects state standards, providing a consistent and equitable framework for student learning and achievement. When local assessments accurately measure mastery of these standards, educators gain valuable insights into the progress of these students and can identify specific areas needing support. This allows for targeted interventions and data-driven instruction tailored to meet the unique needs of unduplicated student groups. By holding all students to the same rigorous academic expectations, the district promotes equity and works to close achievement gaps. This action includes resources, support, and monitoring of	$11,783.80	Yes

Action #	Title	Description	Total Funds	Contributing
		implementation. Progress will be tracked through state metrics and assessments (1.3.5)		
1.13	Vertical and Horizonal Planning and Communiction	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Creating authentic vertical and horizontal planning and communication from PreK-12 is essential for supporting the learning expectations of unduplicated student groups, including English learners, low-income students, and foster youth. Effective communication among educators at all levels ensures that instructional practices are aligned and that there is a shared understanding of academic expectations. This holistic approach not only fosters a supportive and inclusive learning environment but also enhances the ability of educators to provide targeted interventions and support. Ultimately, authentic vertical and horizontal planning and communication are crucial for ensuring that unduplicated student groups receive a high-quality, equitable education that enables them to meet or exceed academic standards at every stage of their educational journey. This action will be monitored through state metrics and assessments (SP 1.13).	$6,115.61	Yes
1.14	Project Based Learning	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular	$33,343.17	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Project-based learning (PBL) is crucial for supporting unduplicated student groups by providing engaging, real-world learning experiences that promote critical thinking, collaboration, and problem-solving skills. PBL accommodates diverse learning styles, making education more accessible and meaningful for English learners, low-income students, and foster youth. It empowers students to take ownership of their learning and develop essential 21st-century skills. Integrating PBL into the curriculum ensures equitable opportunities for all students, supports academic achievement, and prepares them for future success, aligning with the district's commitment to closing achievement gaps and promoting educational excellence. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.3.4).		
1.15	Interdisciplinary Units	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Interdisciplinary units are essential for supporting the district's student profile. For unduplicated groups, interdisciplinary units offer opportunities to engage with content in meaningful ways, fostering critical thinking, creativity, and the ability to make connections across disciplines. This approach not only enhances academic achievement but also prepares students for future success by equipping them with the skills necessary to navigate a complex and interconnected world. By incorporating interdisciplinary units into the curriculum, the district ensures that all students receive a well-rounded education that addresses their unique needs and promotes equity in learning outcomes. Ultimately, this approach aligns with the district's	$28,343.23	Yes

Action #	Title	Description	Total Funds	Contributing
		commitment to providing high-quality, inclusive education for all students, regardless of their background or circumstances. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.2.1).		
1.16	Universal Design for Learning	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Universal Design for Learning (UDL) plays a pivotal role in fostering academic achievement for unduplicated student groups within the district. This action ensures that instructional practices cater to the diverse needs and learning styles of all students. UDL promotes flexible and adaptable learning environments that remove barriers to learning, enabling every student to access the curriculum effectively. Through UDL strategies, educators can provide personalized support, offer multiple means of representation, engagement, and expression, and foster a culture of inclusivity and belonging. By prioritizing UDL in the educational framework, the district not only enhances academic outcomes but also nurtures the development of essential skills crucial for lifelong success. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP (1.1.2). Action addresses students identified for 2025 Differentiated Assistance: Students with Disabilities	$10,000.00	Yes
1.17	Implementation of Essential	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.	$18,343.30	Yes

Action #	Title	Description	Total Funds	Contributing
	Pedogogical Principles	The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By integrating a holistic approach that encompasses recognizing and amplifying strengths, affirming identities, fostering belonging, building relationships, encouraging high performance, embracing diversity, and making education relevant, educators create an environment where unduplicated students can excel. This comprehensive approach ensures that students receive the support, encouragement, and resources they need to thrive academically, regardless of the challenges they may face. It empowers students to recognize their potential, engage critically, and take ownership of their learning journey, ultimately leading to greater academic success and equitable opportunities for all. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.1.1).		
1.18	Implementation of the CA Frameworks	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Focusing specifically on unduplicated student groups, the implementation of the California Frameworks becomes even more crucial for enhancing their academic achievement. These frameworks offer a standardized yet flexible approach to education, ensuring that all students, regardless of background or circumstance, have access to high-quality instruction and resources. By	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		providing ongoing support and monitoring of the implementation of the frameworks, educators can effectively address the unique needs of unduplicated students, fostering a supportive learning environment where every student can thrive academically. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.1.2).		
1.19	Professional Learning Communities	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. The framework of PLCs significantly supports the academic achievement of unduplicated student groups due to its collaborative nature and emphasis on data-driven decision-making. Within PLCs, educators collaborate to tailor instructional approaches and interventions to meet the diverse needs of unduplicated student groups, drawing upon a collective pool of expertise and experience. Additionally, PLCs foster a culture of continuous improvement among educators, leading to more impactful instruction and greater academic success for unduplicated student groups. Overall, PLCs serve as a catalyst for promoting student academic achievement by fostering collaboration, data-driven decision-making, and culturally responsive practices among educators, ultimately ensuring equitable opportunities for unduplicated student groups to succeed academically. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.1.3).	$81,229.61	Yes
1.20	Developing Multilingualism	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly responds to this data, aligning with state priorities and	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		addressing resource inequities while benefiting all students within the district. Developing multilingualism among unduplicated student groups is essential to support academic achievement in all schools within the Oxnard School District. This action encompasses various initiatives aimed at providing opportunities for all students to develop multilingualism. One such initiative involves offering resources in multiple languages to ensure equitable access to educational materials and support services. Additionally, interactive opportunities will be provided to facilitate the acquisition of multiple languages, allowing students to engage actively in language learning. By implementing these initiatives, the Oxnard School District aims to create an inclusive and supportive environment where all students have the opportunity to develop multilingualism, thereby enhancing their academic success and promoting cultural understanding and diversity. This action will be monitored through state metrics and assessments (SP 1.4).		
1.21	Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. The implementation of Oxnard's "MAS"/Emergent Multilingual Master Plan will significantly support academic achievement for Emergent Multilingual Learners (EMLs) or English Learners (ELs) through several key strategies. Aligned with the CA EL Roadmap and the district's strategic plan, the MAS plan ensures that EMLs receive high-quality, standards-based instruction tailored to their unique linguistic and academic needs. Emphasizing data-driven approaches, the plan fosters an inclusive and supportive learning environment. Specific programs and resources designed to enhance language acquisition and literacy skills, such as dual-language immersion and sheltered instruction, are integral components of the plan. Active collaboration with families and communities further supports EMLs' education, engaging parents and guardians through workshops, resources, and regular communication. The implementation of Oxnard's "MAS"/Emergent Multilingual Master Plan aims to close	$4,945.50	Yes

Action #	Title	Description	Total Funds	Contributing
		achievement gaps, promote equity, and ensure that all Emergent Multilingual Learners or English Learners achieve their full academic potential. This action includes resources, support, and monitoring of implementation. Progress will be tracked through reclassification rates and the English learner proficiency/ELPAC (SP 1.4)		
1.22	Implementation of Oxnard EMPOWERS/ OSDs Master Plan	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. The implementation of the district's strategic plan, in alignment with the Local Control and Accountability Plan (LCAP), promotes academic achievement for unduplicated students by focusing on five key goals: Student Academic Engagement & Achievement, Learning Environment & School Climate, Guidance & Support to Sites and District Departments, Family/Community Alliances for Student Success, and Transformational Leadership & Infrastructure. By providing high-quality, standards-based instruction, fostering an inclusive and supportive school climate, offering targeted resources and support, engaging families and communities, and building strong leadership and infrastructure, the district aims to close achievement gaps, promote equity, and ensure that all unduplicated students reach their full academic potential. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 5.1)	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Learning Environment and School Climate: Create and maintain safe, inclusive, affirming, equitable, and enriched culturally and linguistically sustaining multilingual learning environments of high intellectual performance across all content areas and in all areas needed for 21st-century success. (SP 2.1) MULTI-TIERED SYSTEM OF SUPPORT (MTSS) (SP 2.2) ACCESS, EQUITY, & INCLUSION (SP 2.3) RESTORATIVE PRACTICES (SP 2.4) AFFIRMING LEARNING ENVIRONMENT & RELATIONSHIPS (SP 2.5) FACILITIES & GROUNDS	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Oxnard School District serves a diverse and rich community with abundant assets to build upon. The district is committed to developing programs that are asset-based and that recognize and celebrate the tapestry of traditions, customs, language, and cultural intricacies upon which our district community is built, while still responding to students' academic and social-emotional needs.

Goal 2 was developed to embrace and capitalize on such dynamics while recognizing that a large percentage of the students, approximately 91%, who attend the Oxnard School District, are considered economically disadvantaged by state standards. Additionally, it is important for the district to respond to and support students who have been impacted by trauma due to their social and economic circumstances. The Oxnard School District is committed to building on students’ strengths to support them academically, socially, and emotionally, setting them up for academic and social success. This includes providing wrap-around services for them and their families.

Although wrap-around services have always been a priority for the district, the need for social-emotional support has become strikingly evident after students returned to full-time, in-person learning following the COVID-19 pandemic. The Oxnard School District is well aware of the urgency to address the social-emotional needs of all students, particularly students experiencing homelessness, foster youth, English Learners, and students receiving special education services within the district’s multi-tiered systems of support, which address both academic and social-emotional needs.

Furthermore, as part of the multi-tiered approach, the Oxnard School District has redesigned its academic programs and focus to align with the best practices and guidance of the state of California. The California EL Roadmap, as well as the content frameworks adopted by the

state, have served as blueprints to identify frameworks, pedagogy, and practices that will support not only the vision of California but also that of the Oxnard School District as outlined in its Strategic Plan.

Similarly, the district has adopted a Positive Behavioral Interventions and Supports (PBIS) framework that guides the design of tiered programs fostering a climate where all students feel valued, accepted, safe, and engaged in meaningful learning reflective of their unique life experiences and identities. Through the district's PBIS work, the district aims to increase students' positive engagement with their school community.

The following acronyms will be used throughout the 'Metrics' section of this document to refer to specific student groups: Emergent Multilingual Learners/Students Learning English (EL), Youth in Foster Care (FY), Youth Experiencing Homelessness (HOM), Youth Experiencing Socioeconomic Disadvantages (SED), Students Receiving Special Education Services (SWD).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rates (State Priority 6A)	Source: 2022-23 CA Dashboard All: 4.9% EL: 4.2% FY: 11.3% HOM: 5.7% SED: 5.2% SWD: 6% African American: 5.7% Hispanic: 4.9% White: 5.7% Two or More Races: 6.7% Asian: 0% Filipino: 3.7%	Source: 2023-24 CA Dashboard All: 3.3% EL: 2.7% FY: 9.8% HOM: 3.5% SED: 3.5% SWD: 4.7% African American: 5.3% Hispanic: 3.3% White: 5% Two or More Races: 2.7% Asian: 0% Filipino: .7%	Source: 2024-25 CA Dashboard All: 2.3% EL: 2% FY: 6.3% HOM: 2.2% SED: 2.4% SWD: 4.2% African American: 7.9% Hispanic: 2.3% White: 2.8% Two or More Races: 1.3% Asian: 0% Filipino: 0%	Source: 2025-26 CA Dashboard All: 0% EL: 0% FY: 0% HOM: 0% SED: 0% SWD: 0% African American: 0% Hispanic: 0% White: 0% Two or More Races: 0% Asian: 0% Filipino: 0%	Source: CA Dashboard All: -2.6% EL: -2.2% FY: -5% HOM: -3.5% SED: -2.8% SWD: -1.8% African American: +2.2% Hispanic: -3.3% White: 2.9% Two or More Races: 5.4% Asian: Remained at 0% Filipino: -3.7%
2.2	Chronic Absenteeism (State Priority 5B)	Source: 2022-23 CA Dashboard All: 27.2% EL: 24.8%	Source: 2023-24 CA Dashboard All: 20.9% EL: 18.3%	Source: 2024-25 CA Dashboard All: 20.6% EL: 17.8%	Source: 2025-26 CA Dashboard All: 15% EL: 10%	Source: CA Dashboard All: -6.6% EL: -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: 38.7% HOM: 27.4% SED: 27.7% SWD: 37.5% African American: 23.7% Hispanic: 27.4% White: 26.4% Two or More Races: 24% Asian: 20.8% Filipino: 15.3%	FY: 35% HOM: 21% SED: 21.5% SWD: 28.7% African American: 20% Hispanic: 21.1% White: 19.1% Two or More Races: 18.8% Asian: 12.7% Filipino: 15.2%	FY: 14.8% HOM: 18.9% SED: 21.2% SWD: 28.9% African American: 25.3% Hispanic: 20.7% White: 20.1% Two or More Races: 20% Asian: 12.6% Filipino: 11.7%	FY: 20% HOM: 15% SED: 15% SWD: 15% African American: 10% Hispanic: 15% White: 15% Two or More Races: 15% Asian: 10% Filipino: 7%	FY: -23.9% HOM: -8.5% SED: -6.5% SWD: -8.6% African American: +1.6% Hispanic: -6.7% White: -6.3% Two or More Races: -4% Asian: -8.2% Filipino: -3.6%
2.3	School Attendance Rates – Average Daily Attendance (ADA) (State Priority 5A)	Source: 2022-23 Q-SIS AD-ADM Audit- Summary Report ALL: 92.2% EL: 92.6% FY: 88.1% HOM: 91% SED: 91.8% SWD: 89.7%	Source: 2023-24 Q-SIS AD-ADM Audit- Summary Report ALL: 93.1% EL: 93.4% FY: 81.65% HOM: 93.1% SED: 93% SWD: 84.2%	Source: 2024-25 Q-SIS AD-ADM Audit- Summary Report ALL: 93.1 EL: 93.4 FY: 93.1 HOM: 93.3 SED: 92.9 SWD: 91.7	Source: 2025-26 Q-SIS ALL: 99% EL: 99% FY: 99% HOM: 99% SED: 99% SWD: 99%	Source: Q-SIS ALL: +.9% EL: +.5% FY: +5% HOM: +2.3% SED: +1.1% SWD: +2%
2.4	Middle School Dropout Rates (State Priority 5C)	Source: 2023-24 CALPADS Report 8.1B 0%	Source 2024-2025 CALPADS Report 8.1B 0%	Source 2025-2026 CALPADS Report 8.1B 0%	Source: 2026-27 CALPADS Report 8.1B 0%	Source: CALPADS Report 8.1B Remained at 0%
2.5	Pupil Expulsion Rates (State Priority 6B)	Source: 2023-24 CALPADS Report 7.16 and 7.10 0.036%	Source: 2024-2025 CALPADS Report 7.16 and 7.10 0.015%	Source: 2025-2026 CALPADS Report 7.16 and 7.10 0.024%	Source: 2026-27 CALPADS Report 7.16 and 7.10 0%	Source: CALPADS Report 7.16 and 7.10 +0.009%

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.

2025-2026- An analysis of how this goal was carried out in the previous year.

During the 2025–2026 LCAP cycle, actions aligned to this goal were implemented consistently across schools, reflecting the district's ongoing and continuous focus on supporting both academic and social-emotional outcomes. These efforts have been sustained over time and will remain a central priority moving forward. Academic interventions in literacy, mathematics, and Tier II–III supports were implemented in a systematic manner, contributing to measurable gains. The use of digital platforms, targeted tutoring, and the continued deployment of literacy intervention teachers strengthened instructional support and helped ensure that students received timely, data-informed interventions.

Social-emotional and behavioral initiatives, including PBIS, restorative practices, counseling programs, and alternative disciplinary approaches, were implemented across sites and contributed to reductions in office referrals, suspensions, and expulsions. Student attendance also showed improvement, supported by the coordinated efforts of attendance technicians, clinicians, and the SARB process. These outcomes reflect the district's continued focus on early identification, intervention, and family engagement.

Efforts to support safe and inclusive learning environments remained a priority and were implemented as part of the district's continuous improvement efforts. Programs such as campus assistant training, School Resource Officer (SRO) support, social-emotional learning (SEL) instruction, digital monitoring, and schoolwide assemblies supported a culture of safety, belonging, and student connectedness. Student and family engagement efforts, including newcomer services, migrant education outreach, and expanded learning opportunities, were maintained and strengthened. Core operational services, such as transportation, nutrition, and targeted supports for vulnerable student groups, were delivered consistently, supporting equitable access to learning and will continue to be a focus.

As part of the district's commitment to continuous improvement, refinement efforts during the 2025–2026 cycle focused on strengthening existing systems. This included increasing participation in migrant education programs, expanding and formalizing Tier II interventions at the middle school level, continuing the integration of diverse and representative library materials, and improving student survey administration to enhance data quality. These refinements reflect an ongoing cycle of analysis and adjustment that will continue moving forward.

In the current LCAP cycle, actions within this goal continue to be interconnected and designed to support one another. While this integrated approach strengthens overall implementation, it also limits the ability to isolate and report on the effectiveness of individual actions within the LCAP. As a result, effectiveness is primarily measured through broader metrics aligned to the overall goal.

Moving forward, the district will continue to refine the organization of actions and metrics to ensure clearer identification of both implementation and effectiveness measures, while maintaining alignment across initiatives. This work reflects a sustained commitment to continuous improvement in support of all students.

Overall, Goal 2 actions were implemented with fidelity, yielding positive results in student learning, wellness, and engagement. The district remains committed to sustaining and deepening these supports in the 2025–2026 school year to ensure that every student is well-positioned to succeed academically and thrive socially and emotionally.

2.01 English Literacy Intervention
All K–5 students accessed Lexia Core 5, and 6–8 students used Lexia Power Up, with teachers using data to guide Tier II instruction.

2.02 Spanish Literacy Intervention
iStation was available to all K–5 students in biliteracy programs, and teachers used program data for intervention planning.

2.03 Mathematics Intervention: IXL
Students in grades 3–8 showed measurable skill growth using IXL.

2.04 Mathematics Intervention: Math Labs
Action 2.04, Math Intervention: Math Labs, was implemented across all sites through before- and/or after-school offerings; however, student participation was limited. While the action provided access to math intervention, low attendance impacted overall effectiveness as measured by local and state assessments. These challenges affected the level of implementation as originally planned. This action will continue into the next school year with adjustments to strengthen participation and overall impact.

2.05 Tier III and Special Education Interventions
Tier III and specialized supports were implemented across all school sites and aligned to student needs.

2.06 Tier III and Specialized Support
This action was implemented districtwide to provide targeted interventions.

2.07 Alternative Disciplinary Approaches
Suspension and expulsion rates declined.

2.08 Social Emotional Development
Second Step and SEL lessons were implemented by teachers and counselors, leading to declines in office referrals and suspensions.

2.09 Tutoring
Action 2.09, Tutoring, was made available to students across grade levels using ELOP funding, with interventions varying by site and focus. However, implementation was partial due to limited teacher participation in providing after-school tutoring. While tutoring services that were provided supported student academic progress as measured by local and state assessments, inconsistent implementation across sites impacted overall effectiveness. This action will continue into the next school year with adjustments, including the inclusion of educational partners to expand access and strengthen implementation.

2.10 Literacy Intervention Teachers
Each K–5 and K–8 site had a dedicated literacy intervention teacher using LLI to provide targeted supports.

2.11 Middle School Intervention
Action 2.11, was not implemented during the 2025–2026 school year due to scheduling constraints and therefore did not achieve the desired outcomes. However, progress was made by addressing these barriers; in collaboration with labor partners, the district negotiated a 7-period middle school schedule to be implemented in 2026–2027. This added period will support Tier II intervention while maximizing Tier I instruction. The action will roll over into 2026–2027 with this revised structure and added staffing to support implementation.

2.12 English Language Development Interventions
Action 2.12, ELD Interventions, was funded through ELOP and Title III; however, implementation occurred on a limited basis and did not fully align with the planned action. When intervention was provided, it supported multilingual learner progress, as evidenced by local and state assessment data; however, variability in implementation impacted overall effectiveness. This action will continue into the next school year with adjustments to strengthen consistency and expand implementation.

2.13 Universal Screening: Gifted and Talented
All second graders were screened, and referrals occurred for grades 3–8.

2.14 Migrant Education Program (MEP)
Services such as Saturday school, preschool readiness, and family events were offered, though attendance was low.

2.15 Newcomer Academy
The Newcomer Academy is designed to support recently arrived English Learners in transitioning to the school system through targeted language development, academic instruction, and family engagement.

2.16 Attendance Technicians
Attendance technicians monitored chronic absenteeism and supported families through interviews and interventions, collaborating closely with site administration and ORCs to address attendance barriers.

2.17 School Attendance Review Board (SARB)
SARB was used to address severe attendance cases, with support from a district clinician. In addition, Building Relationships and Reducing Incidents through Interventions and Mentoring (BRRIIM) sessions were added for families in need to provide targeted mentoring and intervention support.

2.18 Expanded Summer Learning
Summer learning programs were fully implemented and well attended, with engagement data indicating positive outcomes.

2.19 Expansion of Learning Opportunities
Expanded learning was fully implemented with improved student participation and academic indicators.

2.20 Library/Media Technicians
All sites had a library/media technician.

2.21 Maintain Diverse School Libraries
Action 2.21, Maintain Diverse School Libraries, was implemented as planned, with Educational Services providing funding to support access to inclusive and representative texts. A challenge identified was limited site flexibility in selecting materials that reflect specific school communities. Moving forward, implementation will be refined to allow greater site-level choice within district guidelines.

2.22 AVID Implementation
AVID was implemented both as an elective and through schoolwide strategies to promote college readiness and academic skills.

2.23 Annual Parent Rights Notification
The Annual Parent Rights Notification (APRN) was posted online and distributed in hard copy to families as required. Action 2.23 demonstrated strong effectiveness, as evidenced by full implementation measured by local metrics, with parent survey data still pending for further evaluation.

2.24 Restorative Practices
Training, community circles, and restorative conversations were conducted to build positive school climate, resulting in decreased office referrals and suspensions.

2.25 Positive Behavior Supports (PBIS)
PBIS teams were active at all schools, implementing Tier I supports and attending Safe and Civil Schools training.

2.26 Safe Learning Environments
Campus assistant training and digital monitoring through Securly improved student safety, with bullying and physical altercation referrals declining.

2.27 School Resource Officers (SROs)
Two SROs supported student safety, family engagement, and wellness checks, contributing to decreased behavioral incidents and positive family feedback.

2.28 School Safety Plans
All school safety plans were updated, and drills were conducted and monitored across sites.

2.29 Student Assemblies: Social Media and Positive Interactions
Assemblies for grades 6–8 addressed online behavior and respectful interactions, resulting in decreased bullying referrals.

2.30 Transportation for General Education, Homeless, and Foster Youth
Transportation services were provided without disruption, supporting student access to school.

2.31 Materials and Supplies for Youth Experiencing Homelessness

Weekly food bags, hygiene kits, gift cards, and other supports were provided to McKinney-Vento students, with referrals made for housing and health needs.

2.32 Child Nutrition
Child nutrition services were provided consistently across all sites to support student health and readiness to learn.

2.33 Substance Abuse Prevention
Students in grades K–8 received counseling and prevention education.

2.34 Facilities
Facilities-related actions were implemented as planned to ensure safe, clean, and well-maintained learning environments.

2.35 Student Mentoring Opportunities
Mentoring programs were implemented to support student connection and engagement.

2.36 Superintendent Fellows
The Superintendent Fellows program was implemented successfully, providing leadership development opportunities to students.

2.37 Special Programs
Special programs were implemented with fidelity to provide targeted supports and enrichments, positively contributing to student success.

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.

2025-2026

During the 2025–2026 school year, most Goal 2 actions were implemented as planned, with actual expenditures closely aligning with budgeted amounts and service delivery meeting expected levels. However, a few material differences were noted due to programmatic adjustments, implementation challenges, and the use of external funding sources.

A notable variance occurred with Math Intervention: Math Labs (Action 2.04). While funding was allocated, no funds were expended. Math labs were offered at school sites; however, low student attendance limited participation, and staff compensation was supported through ELOP funds rather than the allocated budget. This resulted in a difference between planned and actual expenditures and a lower level of improved services than anticipated.

Tutoring (Action 2.09) also showed a difference between budgeted and actual expenditures. Tutoring services were made available; however, implementation was partial due to limited teacher participation in after-school programs. Most tutoring that did occur was funded through ELOP, resulting in reduced use of allocated funds and a lower percentage of improved services than planned.

For Middle School Intervention (Action 2.11), allocated funds were not expended as the action was not implemented. Implementation challenges, including staffing and scheduling considerations, contributed to this variance and to the difference between planned and actual services.

A similar pattern was observed in ELD Interventions (Action 2.12), where allocated funds were not expended. While some intervention supports were provided through ELOP and Title III funding, the planned action was implemented on a limited basis, resulting in differences in both expenditures and the percentage of improved services delivered.

In contrast, AVID Implementation (Action 2.22) exceeded the budgeted amount due to increased program costs and expansion to additional TK–8 sites. This resulted in higher expenditures than planned while expanding access to services.

Outside of these few examples, all other Goal 2 actions were implemented with fidelity, and there were no substantive differences between budgeted and estimated actual expenditures or between planned and actual percentages of improved services. Minor cost variances, such as those related to staffing seniority or timing of service delivery, did not significantly impact program quality or student outcomes. Overall, the district demonstrated sound fiscal alignment with its LCAP goals while maintaining a high level of service to students.

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

2025-2026- A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The implementation of Goal 2 actions during the 2025–2026 school year supported student well-being, academic intervention, behavior, attendance, and access to services. These initiatives have been an ongoing focus for the district and will continue to guide efforts moving forward. Most actions contributed to progress toward the goal of providing comprehensive student support, with evidence of growth in both academic outcomes and school climate.

Academic intervention strategies, including Lexia, iStation, IXL, and site-based literacy teachers, supported students in need of Tier II intervention. Student data reflected progress in reading comprehension and mathematics skill development, particularly in grades 3–8. Tutoring and expanded learning opportunities funded through ELOP provided additional academic support; however, implementation of tutoring varied across sites due to staffing and participation challenges, which impacted overall reach and consistency. These supports will remain a focus as the district works to strengthen implementation.

Social-emotional and behavioral supports, including Second Step, 7 Mindsets, PBIS, and restorative practices, were implemented across schools and contributed to reductions in office referrals and suspension rates. Panorama survey results showed mixed outcomes, with some increases in students' sense of belonging at the secondary level and more favorable perceptions of student well-being among staff at the elementary level. The district will continue to refine survey administration and data use to better target areas of need.

Efforts to address chronic absenteeism through attendance technicians, SARB coordination, and family outreach contributed to improvements in attendance. Clinicians provided targeted support to students and families with higher needs, supporting consistent engagement in school. These efforts will continue as part of the district's ongoing attendance improvement strategy.

Programs supporting English learners and newcomer students, including ELD interventions, the Newcomer Academy, and Lexia English, were implemented with varying levels of consistency. While these supports provided access to language development and academic assistance, implementation varied across sites. The Migrant Education Program continued to offer services; however, participation levels remained an area for improvement. The district will continue to strengthen outreach and coordination to improve access and participation.

Safety-related actions, including campus assistant training, student assemblies, SRO engagement, and school safety planning, were implemented and supported a positive school environment. Data reflected reductions in incidents such as physical altercations and bullying, and students reported access to supportive adults. Digital monitoring tools, including Securly, continued to support student safety. These efforts will remain a continued focus.

A small number of actions were implemented on a limited basis or not fully implemented. Middle school intervention was not implemented due to scheduling constraints; however, progress was made toward future implementation through the development of a revised schedule model. Math labs, tutoring, and some intervention services were offered but experienced limited participation, affecting overall impact. These actions will continue into the 2026–2027 school year with adjustments to strengthen implementation.

Action 2.01 shows emerging effectiveness, as evidenced by improved English literacy outcomes measured by local and state assessments, though variability in teacher and student use indicates a need for continued support to ensure consistent implementation across all sites.

Action 2.02 shows emerging effectiveness, as evidenced by improved Spanish literacy support measured by local and state assessments, though consistent and effective use across classrooms remains an area for growth.

Action 2.03 shows emerging effectiveness, as evidenced by improved math skills measured by local and state assessments, while variability in usage patterns indicates a need for ongoing training to maximize program impact.

Action 2.05 demonstrated strong effectiveness, as evidenced by effective service delivery supporting student academic and intervention goals measured by local and state assessments, with no implementation challenges reported.

Action 2.06 demonstrated strong effectiveness, as evidenced by successful implementation supporting student progress measured by local and state assessments, with no changes or adjustments required.

Action 2.07 demonstrated strong effectiveness, as evidenced by decreased disciplinary referrals and improved behavioral outcomes measured by local and state assessments, with next year’s plan including expanded professional development and program access.

Action 2.08 shows emerging effectiveness, as evidenced by improved discipline data and mixed survey outcomes measured by local and state assessments, with survey frequency to be reduced next year to improve data quality.

Action 2.10 demonstrated strong effectiveness, as evidenced by full implementation supporting student literacy growth measured by local and state assessments, with no implementation gaps or differences.

Action 2.13 demonstrated strong effectiveness, as evidenced by consistent implementation of GATE screening processes measured by local and state assessments, with additional eligibility criteria being explored for future refinement.

Action 2.14 shows emerging effectiveness, as evidenced by partial participation outcomes measured by local and state assessments.

Action 2.15 demonstrated moderate effectiveness, as evidenced by partial implementation measured by local and state assessments, with areas of growth including the need to provide ongoing targeted professional development and coaching to teachers.

Action 2.16 demonstrated strong effectiveness, as evidenced by reduced absenteeism measured by local and state assessments, with no differences reported.

Action 2.17 demonstrated strong effectiveness, as evidenced by consistent implementation supporting improved attendance outcomes measured by local and state assessments.

Action 2.18 demonstrated strong effectiveness, as evidenced by high participation and improved summer learning outcomes measured by local and state assessments, with no challenges reported.

Action 2.20 demonstrated strong effectiveness, as evidenced by high library usage and access to literacy resources measured by local and state assessments, with no overall impact from staffing variations.

Action 2.22 demonstrated strong effectiveness, as evidenced by full implementation and improved student engagement and college readiness outcomes measured by local and state assessments.

Action 2.24 demonstrated strong effectiveness, as evidenced by improved behavioral outcomes measured by local and state assessments, the action will continue next year.

Action 2.25 demonstrated strong effectiveness, as evidenced by full implementation and strengthened positive behavior systems measured by local and state assessments, with additional funding used for large-scale trainings.

Action 2.26 demonstrated strong effectiveness, as evidenced by improved student safety outcomes measured by local and state assessments, with no major challenges reported.

Action 2.27 demonstrated strong effectiveness, as evidenced by improved safety and engagement outcomes measured by local and state assessments, with full implementation.

Action 2.28 demonstrated strong effectiveness, as evidenced by full compliance with safety protocols measured by local and state assessments, with no variations reported.

Action 2.29 demonstrated strong effectiveness, as evidenced by improved behavioral outcomes and favorable student responses measured by local and state assessments, despite Panorama scores remaining flat.

Action 2.30 demonstrated strong effectiveness, as evidenced by consistent service delivery supporting school attendance measured by local and state assessments.

Action 2.31 demonstrated strong effectiveness, as evidenced by full implementation supporting student basic needs and access to education measured by local and state assessments.

Action 2.32 demonstrated strong effectiveness, as evidenced by successful implementation measured by local and state assessments, with no reported issues.

Action 2.33 demonstrated strong effectiveness, as evidenced by reduced substance-related incidents measured by local and state assessments, with future funding dependent on grant renewal.

Action 2.34 demonstrated strong effectiveness, as evidenced by full implementation measured by local and state assessments, with no differences or challenges reported.

Action 2.35 demonstrated strong effectiveness, as evidenced by full implementation and improved student engagement outcomes measured by local and state assessments, with no changes made.

Action 2.36 demonstrated strong effectiveness, as evidenced by successful program participation and outcomes measured by local and state assessments, with no implementation issues.

Action 2.37 demonstrated strong effectiveness, as evidenced by successful implementation and improved student outcomes measured by local and state assessments.

In summary, Goal 2 actions reflect a sustained and ongoing focus on supporting the whole child. Most actions contributed to progress toward the district's student support goals, and the district will continue to build on these efforts while refining areas where implementation was limited.

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.

2025-2026- 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 and review of implementation during the 2025–2026 school year, the district has made targeted adjustments to Goal 2 actions to strengthen delivery, improve access, and address implementation challenges. While the overarching goal, metrics, and target outcomes remain unchanged, several refinements have been identified to improve implementation and responsiveness to student needs in the 2026–2027 school year.

Importantly, most actions included in the 2025–2026 LCAP will roll over into the 2026–2027 LCAP. These actions continue to align with the district's commitment to equity, wellness, and academic support for all students and will be sustained to ensure consistency and continuity of services.

One of the key adjustments is the redesign of the middle school intervention strategy (Action 2.11). This action was not implemented during the current year due to scheduling constraints. In response, and in collaboration with labor partners, the district developed a 7-period schedule model that will be implemented in 2026–2027. This additional period will support Tier II interventions embedded within the school day while maintaining access to core instruction.

Adjustments have also been made to Tutoring and Intervention Supports (Action 2.09). While tutoring services were available, implementation was limited due to low teacher participation in after-school programs. To address this, the district will expand tutoring and intervention opportunities for all students through the inclusion of educational partners, increasing access and consistency of services across sites.

Similarly, refinements have been identified for ELD Interventions (Action 2.12). While funding sources supported some level of service, implementation varied across sites. Moving forward, the district will strengthen coordination and expand intervention supports for multilingual learners to ensure more consistent delivery and access to targeted language development services.

Another key refinement involves AVID Implementation (Action 2.22). This action was previously focused on middle school students; however, due to declining enrollment and staffing constraints, TK–8 sites began implementing AVID Elementary. As a result, this action will be expanded to include elementary students at TK–8 sites in the 2026–2027 school year, supporting continuity of AVID strategies across grade spans.

The district also identified a need to increase participation in the Migrant Education Program (Action 2.14). Although services were offered, participation was lower than expected. In response, the district will strengthen coordination with VCOE, improve communication with families, and refine outreach strategies to increase participation.

Additionally, Action 2.21, Maintain Diverse School Libraries, will be refined to strengthen implementation. While access to previously purchased materials continued, future implementation will prioritize site-based selection of culturally and linguistically relevant materials, guided by district criteria to ensure representation and inclusivity.

These changes reflect the district's ongoing effort to refine actions based on implementation data, educational partner input, and site needs, while maintaining alignment with the overall goal of supporting student success.

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	English Literacy Intervention: Lexia	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As part of the district's Multi-Tiered System of Supports (MTSS) Framework, Lexia operates as a Tier 2 intervention program, providing personalized learning experiences tailored to individual student needs in English literacy. Through its adaptive technology and data-driven approach, Lexia identifies areas for improvement, allowing educators to deliver targeted instruction and interventions. By integrating Lexia into our MTSS framework, the district ensures that unduplicated student groups requiring additional support receive focused attention to enhance their English literacy skills. In alignment with the district's strategic plan, this action underscores the district's commitment to evidence-based interventions that support academic growth and achievement, fostering an inclusive learning environment where every student can succeed. This action will be monitored through the ELA CA Dashboard (SP 2.1.3). The funding for this action was included in the previous LCAP as part of a multi-year contract.	$0.00	No
2.2	Spanish Literacy Intervention: iStation-District Licenses	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		students within the district. Within the district's Multi-Tiered System of Supports (MTSS) framework, iStation is a tool that provides personalized learning experiences tailored to individual student needs in Spanish literacy. Through its adaptive technology and data-driven approach, iStation identifies areas for improvement, allowing educators to deliver targeted instruction and interventions. By integrating iStation into the district's MTSS framework, the district ensures that unduplicated student groups requiring additional support receive focused attention to enhance their Spanish literacy skills. In alignment with the district's strategic plan, the implementation of iStation underscores the district's commitment to evidence-based interventions that support academic growth and achievement, fostering an inclusive learning environment where every student can succeed. This action will be monitored through the ELA CA Dashboard (SP 2.1.3). The funding for this action was included in the previous LCAP as part of a multi-year contract.		
2.3	Mathematics Intervention: IXL	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Tier 2 Math Intervention Program: IXL is an online educational platform with a particular focus on providing targeted math instruction and practice for unduplicated student groups. It offers personalized learning experiences designed to address the specific needs of unduplicated student groups who require additional support in mathematics. IXL helps teachers monitor student progress, identify math skill gaps, and provide differentiated instruction to support unduplicated student groups as part of Tier 2 interventions. This action will be monitored through the Mathematics CA Dashboard (SP 2.1.3).	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Mathematics Intervention: Math Labs	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To address the diverse learning needs of our unduplicated student groups and ensure equitable access to academic support, the district implements Math Labs as a key component of Tier 2 intervention. Math Labs provide targeted instruction and support to unduplicated student groups who require additional assistance to meet grade-level math standards. Math Labs incorporate ongoing progress monitoring and data analysis to inform instruction and track student growth over time. By integrating Math Labs into the district's Tier 2 intervention framework, the district aims to accelerate student learning, close achievement gaps, and ensure that all unduplicated student groups have the foundational math skills necessary for future success in college, career, and life. This action will be monitored through the Mathematics CA Dashboard (SP 2.1.3). Action addresses students identified for 2025 Differentiated Assistance: Students with Disabilities	$10,747.56	Yes
2.5	Interventions: Tier III and Special Education	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities,	$41,564,561.97	Yes

Action #	Title	Description	Total Funds	Contributing
		support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Specialized interventions and materials are meticulously designed to cater to unduplicated student groups in need of additional support. These initiatives encompass a range of targeted supports, including the implementation of Reading Horizons as a supplemental curriculum for reading intervention, ST Math Intervention tailored specifically for unduplicated student groups in special education, and comprehensive teacher leader training aimed at enhancing professional development across subject areas. Complemented by robust instructional and behavioral support systems, these interventions underscore the district's dedication to fostering inclusive and equitable learning environments where every student has the opportunity to thrive academically and personally. This action will be monitored through the CA Dashboard (SP 2.2.3). Action addresses students identified for 2025 Differentiated Assistance: Students with Disabilities and African American Students		
2.6	Tier III and Specialized Support	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To achieve this goal, the district has outlined a strategic approach that includes the appointment of a Social Emotional Specialist through VCOE, offering counseling services specifically tailored for unduplicated student groups with Individualized Education Programs (IEPs), deploying 1:1 behavioral aides to address individual student needs, and assigning additional duties and assessments to our Special Education staff to ensure a holistic and inclusive support system. Through these measures, the district aims to create a nurturing and inclusive environment	$2,704,151.75	No

Action #	Title	Description	Total Funds	Contributing
		where every student feels valued, supported, and empowered to achieve their full potential academically and personally. This action also includes home/hospital and non-ADA teaching hours (SP 2.1.4).		
2.7	Alternative Disciplinary Approaches	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the profound and lasting effects of school expulsion on unduplicated student groups, the Oxnard School District is committed to implementing alternative disciplinary approaches that prioritize support, intervention, and rehabilitation. In response, the district offers a range of proactive measures aimed at addressing behavioral issues effectively while fostering a supportive and inclusive learning environment, including Opportunity Classes for grades 6-8 at the Comprehensive Middle Schools. By providing academic and social-emotional support and prioritizing intervention and rehabilitation over punitive measures, the district intends to create a conducive environment where unduplicated student groups feel valued, supported, and empowered to overcome challenges and succeed both academically and personally. This action will be monitored through various metrics, including Panorama Survey, CA Dashboard: Suspension Rate, School Attendance Rate, Middle School Dropout Rates, and Pupil Expulsion Rates (SP 2.3.3). Action addresses students identified for 2025 Differentiated Assistance: Students with Disabilities and African American Students	$11,093.75	Yes
2.8	Social Emotional Development Supports: Panorama	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The	$314,345.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Tiered social/emotional supports provide a comprehensive system that addresses the diverse needs of students, promotes positive mental health, and creates a supportive school environment where all students can thrive academically, socially, and emotionally. A universal SEL screening through Panorama provides data on student perspectives on school culture, positive relationships, and social/emotional competencies. The data is used to strengthen SEL supports and implement strategies to promote a positive school culture. By prioritizing social-emotional learning, the district ensures that its unduplicated student groups not only excel academically but also thrive socially, emotionally, and personally, preparing them for a lifetime of success and well-being (SP 2.1.4). Action addresses students identified for 2025 Differentiated Assistance: African American Students		
2.9	Tutoring	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Oxnard School District will support the practice of before and after-school tutoring as part of its Multi-Tiered System of Support (MTSS) framework. This action provides additional academic support to unduplicated student groups beyond regular school	$88,427.56	No

Action #	Title	Description	Total Funds	Contributing
		hours. This action will be expanded to increase access for all students and will include the use of educational partners to provide tutoring services, ensuring more consistent delivery and broader availability across school sites. These sessions offer personalized instruction tailored to individual student needs, allowing for focused attention on areas requiring extra help. Through one-on-one or small group interactions, unduplicated student groups can deepen their understanding of challenging concepts, clarify doubts, and reinforce learning from the classroom. Tutors' approach to remediation and the materials they utilize will be research-based and aligned with best practices (SP 2.1.6).		
2.10	Literacy Intervention Teachers	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As part of the district's Multi-Tiered System of Support (MTSS), Literacy Intervention Teachers (LIT) will be provided for all K-8 and elementary schools. Collaborating with classroom teachers, LIT teachers will support Tier 2 of the MTSS framework by identifying gaps in literacy among unduplicated student groups through assessments and delivering evidence-based Tier 2 interventions. Their approach to remediation and the materials they utilize is research-based and aligned with best practices. This action will be monitored through the Mathematics CA Dashboard, the Science CA Dashboard, and the English Language Arts CA Dashboard (SP 2.1.6). Action addresses students identified for 2025 Differentiated Assistance: Students with Disabilities	$2,943,019.87	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Intervention: Middle School	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Implementing Tier 2 Interventions for unduplicated student groups in need at middle schools is a vital component of the district's commitment to equity and student success. By providing targeted support beyond core instruction, the district ensures that all unduplicated student groups have access to the resources and assistance they need to thrive academically and socio-emotionally. This action will be supported through the implementation of a 7-period schedule model at middle schools, providing dedicated time within the school day for Tier II interventions while maintaining access to Tier I core instruction. This action not only acknowledges the diverse needs of the district's student population but also removes barriers to access. This action aligns with the district's multi-tiered system of support (MTSS) framework. Through these additional, focused, and targeted interventions, the district aims to foster a supportive and inclusive learning environment where all unduplicated student groups can reach their full potential. This action will be monitored through the Mathematics CA Dashboard, the Science CA Dashboard, and the English Language Arts CA Dashboard (SP 2.1.6). Action addresses students identified for 2025 Differentiated Assistance: Students with Disabilities	$10,000.00	Yes
2.12	Interventions: English Language Development	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing	$224,910.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Offering intervention opportunities to English Language Learners (ELLs) or Emergent Multilingual Learners (EMLs) is essential for their academic success and overall development. This action will be refined to strengthen consistency of implementation across sites and expand access to targeted language development supports, including the use of additional service providers where appropriate. By providing targeted intervention to accelerate English language development, the district fosters an inclusive learning environment where all unduplicated student groups, including Emergent Multilingual Learners, have the resources to excel and thrive. Investing in the language development of EMLs not only prepares them for academic success but also sets them up for long-term success in higher education, careers, and society as a whole, aligning with the district's strategic plan and reflected in the district's student profile. This action will be monitored through the English Language CA Dashboard (SP 2.1.6). Action addresses students identified for 2025 Differentiated Assistance: Students with Disabilities		
2.13	Universal Screening: Gifted and Talented	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district will implement universal screening for gifted and talented education at the end of the second grade for all unduplicated student groups across the district. This action aims to ensure equitable access to gifted and talented programs for all unduplicated	$24,834.13	Yes

Action #	Title	Description	Total Funds	Contributing
		student groups. By implementing universal screening, the district will identify gifted students who may have been previously overlooked or underrepresented in gifted education programs. Additionally, early identification through screening will enable the district to provide appropriate educational opportunities and support from an early age, helping to prevent underachievement and ensure that gifted unduplicated student groups are challenged and engaged in their learning. This action will be monitored through the Mathematics CA Dashboard, the Science CA Dashboard, and the English Language Arts CA Dashboard (SP 2.2.1).		
2.14	Migrant Education Program (MEP)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Migratory youth in California face significant educational challenges as they often move between schools throughout the year, crossing school district and state lines to follow work in industries such as agriculture, fishing, dairy, or logging. The MEP focuses on meeting the needs of migratory unduplicated student groups arising from their mobility, with the intent to ensure that all such unduplicated student groups can meet the same challenging state academic standards as their peers. Through a combination of federal and state support, the MEP strives to provide targeted assistance to migratory youth, helping them overcome the educational barriers associated with their transient lifestyle and achieve academic success. This action will be monitored through various CA Dashboard metrics (SP 2.2.1).	$30,111.38	No
2.15	Newcomer Academy	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The	$37,000.00	No

Action #	Title	Description	Total Funds	Contributing
		unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district will offer newly arrived student student groups to the country, in grades 3-8, the opportunity to enroll in the district's Newcomer Academy. The Newcomer Academy is a specialized program that prioritizes intensive English language development, employing evidence-based strategies to facilitate rapid language acquisition and active participation in academic activities. Moreover, social and emotional support follows best practices in counseling and mentorship, offering unduplicated student groups the guidance and encouragement needed to navigate the challenges of adjusting to a new school and culture. This action will be monitored through various CA Dashboard metrics (SP 2.2.1).		
2.16	Attendance Technicians	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. In an effort to combat absenteeism and enhance truancy prevention, the Oxnard School District will hire Attendance Technicians for each school. They will play a vital role in monitoring attendance, identifying patterns of absenteeism, and implementing strategies to address these issues proactively. By having dedicated staff members focused on attendance, the district intends to create a supportive environment where unduplicated student groups feel encouraged to attend school regularly, leading to improved academic	$1,482,830.49	Yes

Action #	Title	Description	Total Funds	Contributing
		outcomes and overall student success. This action will be monitored through the Chronic Absenteeism CA Dashboard and School Attendance Rates (SP 2.2.2).		
2.17	School Attendance Review Board (SARB)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By aligning with state priorities and leveraging county support, particularly through monthly meetings where an Assistant District Attorney collaborates with the School Attendance Review Board (SARB) team, the action ensures a coordinated approach to address truancy. This collaboration offers legal guidance and support to families, equipping them with resources to address underlying issues contributing to student absences. By reducing truancy rates and improving overall attendance, this initiative directly supports academic achievement by ensuring students are present and engaged in their learning. This action will be monitored through the Chronic Absenteeism CA Dashboard and School Attendance Rates (SP 2.2.2).	$81,049.00	No
2.18	Expanded Summer Learning	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all	$2,902,674.88	No

Action #	Title	Description	Total Funds	Contributing
		students within the district. To address this disparity, funds will support additional time in school with a variety of learning opportunities. The Oxnard School District has developed a robust Summer School program, specifically the Summer Writing, Science, and Math Camp, which is a full-day program available to students in Grades K-8. The program, led by credentialed teachers, offers an enrichment-based academic curriculum in the morning and collaborates with the Afterschool program for activities in the afternoons. It will run for one month during the summer, with district-wide transportation provided to ensure access for all students. These actions aim to increase access to the core curriculum and provide specific interventions tailored to each low-income and English learner or Emergent Multilingual Learner student, ultimately leading to improved student performance on state and local assessments. This action will be monitored through various California Dashboard Metrics (SP 2.2.3).		
2.19	Expansion of Learning Opportunities	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Expanded Learning Opportunities during out-of-school time offer a valuable supplement to students' instructional programs rather than replacing them. This action aims to provide students with additional time in school, where adults will offer academic support, social and emotional support, as well as enrichment and intervention opportunities. These supports include access to counselors, arts programs, field trips, and more. The goal is to extend the school day to nine hours, incorporating before and after-school activities. This action will be monitored through various California Dashboard Metrics (SP 2.2.3).	$13,167,483.58	Yes

Action #	Title	Description	Total Funds	Contributing
2.20	Library/Media Technicians	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Library/Media Technicians (LMTs) play a vital role in fostering literacy, supporting academic achievement, and promoting a love for learning among unduplicated student groups. They curate diverse and inclusive collections that reflect the interests and backgrounds of students, providing access to a wide range of materials. They also collaborate with teachers to integrate information literacy skills into the curriculum, empowering unduplicated student groups to navigate the vast landscape of information effectively. Since LMTs do not hold Library Services Credentials, the district contracts with the Ventura County Office of Education, which employs a full-time credentialed librarian to provide support and professional development to the district's LMTs. This action will be monitored through various California Dashboard Metrics (SP 2.2.4).	$976,198.10	No
2.21	Maintain Diverse School Libraries	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. School libraries play a crucial role in closing the achievement gap by providing equal access to resources for learning, ensuring they embrace diversity and inclusion. These libraries will be supported for use both in the classroom and at home, fostering a culture of	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		literacy and inclusivity throughout the community. This action will be monitored through various California Dashboard Metrics (SP 2.2.4).		
2.22	AVID Implementation	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. For unduplicated student groups, access to classes preparing them for college is crucial. The district offers Advancement Via Individual Determination (AVID) and AVID Excel elective courses in all middle and K-8 schools. AVID is an educational program aimed at supporting middle school students in achieving academic success and preparing for college and careers. This action will be expanded to include AVID Elementary implementation at TK–8 sites, providing earlier access to AVID strategies and supporting continuity of college and career readiness skills across grade spans. It equips students with academic skills, organizational strategies, and college-readiness resources to excel in rigorous coursework. The program emphasizes critical thinking, collaboration, inquiry, and reading and writing skills. Additionally, AVID fosters student engagement, a sense of belonging, and a growth mindset. Research indicates that AVID participation correlates with increased academic achievement, higher graduation rates, and greater college enrollment among middle school students. This action will be monitored through various California Dashboard Metrics (SP 2.2.6).	$192,797.46	No
2.23	Annual Parent Rights Notification	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action	$3,100.00	No

Action #	Title	Description	Total Funds	Contributing
		directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The purpose of the Annual Parent Rights Notification is to inform parents or guardians about their rights regarding their child's education, including privacy rights, disciplinary procedures, and other important information mandated by state and federal laws. It serves as a crucial document to ensure transparency and communication between the school district and families. Envision Consulting's role in reviewing the notification ensures that it is comprehensive, up-to-date, and compliant with all legal requirements, thereby safeguarding the rights of parents and unduplicated student groups while promoting accountability and adherence to educational regulations. By involving and empowering families through comprehensive and transparent communication, this action ensures that parents or guardians are well informed about their rights, thereby supporting the academic achievement of unduplicated student groups. This action will be monitored through various California Dashboard Metrics (SP 2.4.4).		
2.24	Restorative Practices	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Oxnard School District recognizes the crucial importance of reducing suspensions and expulsions for unduplicated student groups. To address this need, professional development will be offered to staff, accompanied by resources to bolster restorative practices district-wide. These initiatives will be implemented utilizing existing personnel and school time, with monitoring facilitated	$227,432.50	No

Action #	Title	Description	Total Funds	Contributing
		through the Panorama Survey. By ensuring the effective implementation of support across all student demographics, the district aims to foster a more inclusive and supportive educational environment for everyone. This action will be monitored through the Panorama Survey, the Suspension Rate CA Dashboard, the Chronic Absenteeism CA Dashboard, the School Attendance Rate, the Middle School Dropout Rates, and the Pupil Expulsion Rates (SP 2.3.1). This action was funded through the LCSSP grant and encompasses several initiatives within the LCAP that support restorative practice systems. The funding associated with Action 2.24 is integrated into and supports the implementation of these related actions.		
2.25	Positive Behavior Supports (PBIS)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The action supports the implementation of district-wide positive behavior interventions aimed at fostering a supportive and conducive learning environment for all unduplicated student groups. Through this initiative, the district intends to adopt evidence-based strategies and practices that promote positive behaviors, social-emotional development, and academic success across all schools. By providing comprehensive training to educators and staff members, the district ensures consistent implementation of these interventions, thereby establishing clear expectations for behavior and creating a culture of respect, responsibility, and inclusion throughout the school community. Tier 2 behavior supports within the PBIS framework are crucial for addressing the needs of students who require additional support beyond universal interventions but who do not need intensive, individualized interventions. These supports help to prevent the escalation of behavioral	$305,322.50	Yes

Action #	Title	Description	Total Funds	Contributing
		challenges and provide targeted interventions to promote positive behavior and academic success. Examples of Tier 2 behavior supports might include small group social skills instruction, check-in/check-out systems, and mentorship programs. By prioritizing positive behavior interventions district-wide, the district demonstrates its commitment to creating safe, supportive, and nurturing learning environments that empower students to reach their full potential. This action will be monitored through the Suspension Rate CA Dashboard, the Chronic Absenteeism CA Dashboard, the School Attendance Rate, the Middle School Dropout Rates, and the Pupil Expulsion Rates (SP 2.3.4). Action addresses students identified for 2025 Differentiated Assistance: African American Students		
2.26	Safe Learning Environments	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As part of the district's ongoing commitment to maintaining a safe and secure environment in schools, the district will implement comprehensive safety measures. These actions include the implementation of safety protocols, staff training, and the deployment of appropriate resources when necessary. This action aims to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential. This action will be monitored through the Panorama Survey (SP 2.4.4). Action addresses students identified for 2025 Differentiated Assistance: African American Students	$368,951.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.27	School Resource Officers	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Integrating School Resource Officers (SROs) into our school community serves as a key component of the district's commitment to creating safe, welcoming, and inspiring environments that foster positive connections among students, staff, and families. These trained professionals collaborate with school educational partners to promote a culture of safety, trust, and respect. By prioritizing positive relationships and emphasizing effort, persistence, and engagement, the district's SROs contribute to a conducive learning environment where unduplicated student groups can thrive academically and socially. Through their proactive approach and commitment to building positive relationships, SROs play a vital role in establishing an inclusive and supportive school climate that prioritizes the holistic development of every student. This action intends to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential. This action will be monitored through the Panorama Survey (SP 2.4.4).	$261,771.00	Yes
2.28	School Safety Plans	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. School safety plans are updated annually in	$65,750.00	No

Action #	Title	Description	Total Funds	Contributing
		accordance with the Education Code. The school teams collaborate with educational partners to identify resources and elements crucial to school safety and climate. This action aims to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential. This action will be monitored through the Panorama Survey (SP 2.4.4). This action encompasses several initiatives within the LCAP that support creating a safe and welcoming environment for students. The funding associated with Action 2.28 is integrated into and supports the implementation of these related actions.		
2.29	Student Assemblies: Social Media and Positive Interactions	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Through student assemblies focused on the proper use of social media and positive interactions, the district promotes a culture of safety, respect, and kindness within our schools. With this action, the district not only enhances physical security measures but also fosters a supportive environment where everyone feels valued and empowered to thrive academically, socially, and emotionally. This action reflects an ongoing dedication to creating inclusive and nurturing school environments that prioritize the well-being and success of all members of the school community. This action will be monitored through the Panorama Survey (SP 2.4.4).	$10,000.00	No
2.30	Transportation for General Education,	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The	$7,313,015.82	Yes

Action #	Title	Description	Total Funds	Contributing
	Homeless and Foster Youth	unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Providing transportation for homeless and foster youth is essential for ensuring their educational continuity and access to vital resources. By offering transportation services, to homeless and foster youth can maintain stability by attending their home school, providing a sense of familiarity and consistency in their education. Moreover, transportation facilitates access to enrichment programs, extracurricular activities, and support services crucial for their holistic development. These programs offer opportunities for socialization, academic support, and emotional well-being. Overall, providing transportation ensures equal opportunities for education, support, and enrichment activities, empowering unduplicated student groups to thrive academically and socially despite their housing instability or foster placement. This action will be monitored through the Chronic Absenteeism CA Dashboard, the School Attendance Rate, and the Middle School Dropout Rates (SP 2.2.7).		
2.31	Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The proposed action outlines the implementation of a Backpack Food Program tailored to support McKinney-Vento youth within the district. It also includes support through additional resources that families experiencing homelessness can use to	$14,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide basic necessities. This initiative acknowledges the unique circumstances faced by McKinney-Vento youth and seeks to address food insecurity in a practical and proactive manner. Through partnerships with local food banks and community organizations, the program will provide eligible McKinney-Vento youth with backpacks containing non-perishable food items to supplement their nutritional needs over weekends and breaks. By providing tangible support to unduplicated student groups, the program aims to enhance their overall well-being and academic success. This action will be monitored through the Panorama Survey (SP 2.2.7).		
2.32	Child Nutrition	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the critical link between student well-being and academic success, the district prioritizes creating optimal learning conditions for all students. As part of this commitment, OSD provides healthy breakfast, lunch, snack, and supper meals to students, in order to enhance their ability to learn and thrive. To ensure the sustainability of these efforts, the district may supplement the Child Nutrition programs with contributions from the General Fund as necessary. Providing meals for unduplicated student groups supports their academic achievement by ensuring they are well-nourished, which enhances their ability to focus, learn, and perform effectively in school. This action will be monitored through the various CA Dashboard metrics (SP 2.4.5).	$19,309,249.00	No
2.33	Substance Abuse Prevention	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Through comprehensive educational initiatives, the district prioritizes equipping unduplicated student groups with the knowledge, skills, and resilience needed to make informed decisions regarding substance use. By emphasizing prevention strategies alongside intervention and support measures, the district aims to address the root causes of substance misuse and empower students to lead healthy, substance-free lives. Collaborating closely with students, educators, families, and community partners, the district collectively works to dismantle stigmas surrounding substance abuse, foster empathy, and promote a culture of well-being and responsibility. This commitment underscores the district's dedication to safeguarding the holistic development and success of each student. By providing tangible support to unduplicated student groups, this action aims to enhance their overall well-being and academic success. This action will measured through the Panorama Survey (SP 2.4.5).		
2.34	Facilities/Deferred Maintenance	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. A growing body of research indicates that school facilities have a measurable impact on student achievement and connectedness. A conducive learning environment can enhance student engagement, motivation, and overall academic performance. By maintaining 21st-century schools with modern facilities and resources, the	$1,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Oxnard School District ensures that unduplicated student groups have access to the tools and spaces necessary for effective teaching and learning. Additionally, well-maintained and updated school facilities can foster a sense of pride and belonging among unduplicated student groups, staff, and the broader school community. Ultimately, investing in school infrastructure is an investment in the future success and well-being of unduplicated student groups. This action will be monitored through the CA Dashboard metrics as well as the Panorama Survey (SP 2.5.1).		
2.35	Student Mentoring Opportunities	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By creating partnerships with local universities and organizations and connecting unduplicated student groups with mentors who share similar backgrounds or career interests, students can gain valuable insights, advice, and encouragement to help them set and achieve their goals. Additionally, these partnerships offer access to resources, networks, and experiences beyond what is available within the school setting, enriching their learning journey and broadening their horizons. Overall, these partnerships play a vital role in promoting student success, personal growth, and academic achievement. This action will be monitored through various CA Dashboard Metrics (SP 2.6.1).	$9,000.00	No
2.36	Superintendent Fellows	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action involves appointing a student representative from each school site to collaborate directly with the superintendent, facilitating a dialogue about the student experience within the Oxnard School District. These student representatives serve as liaisons between the superintendent and their peers, providing a platform for student voices and perspectives to be heard and considered in district-level decision-making processes. By actively involving students in discussions about their educational experiences, the district ensures that student needs, concerns, and ideas are central to its policies and practices. This action not only empowers unduplicated student groups by giving them a voice in shaping their education but also promotes transparency, accountability, and inclusivity within the school community. Through this collaborative approach, the district will continue to foster a culture of mutual respect, trust, and shared responsibility for the success of all unduplicated student groups. This action will be monitored through the CA Dashboard Metrics and the Panorama Survey (SP 2.6.1).		
2.37	Special Programs	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By providing diverse and enriching assemblies and experiences tailored to support academic, social, and emotional development, the action seeks to enhance student engagement and learning outcomes. With a particular focus on unduplicated student groups, this action aims to rectify resource inequities and foster a more inclusive educational environment aligned with state priorities. Ultimately, by	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		prioritizing inclusivity and holistic development, the initiative not only addresses the specific needs of underserved student populations but also benefits the entire district by creating a more equitable and enriching educational landscape. This action will be monitored through the CA Dashboard Metrics and the Panorama Survey (SP 1.3.1).		
2.38	Gifted and Talented Education (GATE)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action supports the allocation of resources necessary to effectively implement the district’s established Gifted and Talented Education (GATE) program, within-school cluster models, to ensure the needs of all GATE-identified students are met, particularly those who are also members of unduplicated student groups. Progress will be monitored using California School Dashboard metrics and the Panorama Survey (SP 2.2.1).	$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Guidance and Support to Sites and District Departments: Provide strategic direction, guidance, and support to sites and district departments focused on improving the quality of instruction, interaction, and engagement in every classroom, in every school so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency, and voice. (SP 3.1) CULTURE OF EMPOWERMENT (SP 3.2) PROFESSIONAL LEARNING & SUPPORT (SP 3.3) RECOGNITIONS (SP 3.4) STUDENT ASSESSMENT (SP 3.5) SUPPORT TO SITES	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district developed this goal to foster coherence and alignment across all educational sites and departments in pursuit of equitable and high-quality student outcomes. In a diverse and evolving learning environment, schools and district departments benefit from clear direction, meaningful collaboration, and sustained support to meet the academic and developmental needs of every learner.

Across the district, many schools are implementing promising practices, supported by strong leadership and purposeful instruction, that are yielding positive results for students. At the same time, variations in performance across school sites and among student groups, such as Reclassified Fluent English Proficient (RFEP) students and Emerging Multilingual Learners (EMLs), highlight valuable opportunities for deeper alignment and shared growth. These differences point not to shortcomings, but to the potential for mutual learning, where effective strategies can be shared and scaled to ensure all schools are well-equipped to support student success.

In particular, mathematics has emerged as an area requiring focused attention across all grade levels. While some bright spots exist, overall achievement in math suggests a need for more consistent instructional approaches and stronger systemwide supports. By working collaboratively, the district can enhance coherence in this subject area and ensure that all students have access to high-quality mathematics instruction.

This goal is grounded in the belief that educational excellence is intentional; it grows from systems of guidance, collaborative professional learning, and a shared commitment to high expectations. The focus on instructional quality, student engagement, and meaningful interactions reflects the district's understanding that student outcomes are shaped by the daily experiences they have in classrooms.

In addition, the goal acknowledges the importance of educating the whole child. Preparing students for success in today's interconnected world requires not only academic achievement but also multilingual fluency, cultural understanding, and the development of a healthy identity, agency, and voice. The district is committed to supporting these dimensions by ensuring that schools and departments have access to the tools, resources, and direction needed to create inclusive, affirming learning environments.

Ultimately, this goal reflects the district's dedication to purposeful leadership, ensuring that every educator and staff member is empowered to contribute to a collective vision of educational equity and excellence, where every student can thrive in every school, every classroom, every day.

The following acronyms will be used throughout the 'Metrics' section of this document to refer to specific student groups: Emergent Multilingual Learners/Students Learning English (EL), Youth in Foster Care (FY), Youth Experiencing Homelessness (HOM), Youth Experiencing Socioeconomic Disadvantages (SED), Students Receiving Special Education Services (SWD).

The explanation for why the LEA developed this goal has been updated from the 2024–25 LCAP to more clearly articulate the rationale.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Implementation of the academic content and performance standards adopted by the State Board Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	Source: 2022-2023, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5 Instructional Materials ELA-CCSS: 5	Source: 2023-2024, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 NGSS: 4 History-Social Science: 4	Source: 2024-2025, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 NGSS: 4 History-Social Science: 4	Source: 2025-2026, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5	Source: 2025-2026, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: Remained at 5 ELD (Aligned to ELA): Remained at 4 Mathematics-CCSS: -1 NGSS: -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 2A & 2B)	ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5 Policy & Program Support: ELA-CCSS: 4 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 NGSS: 4 History-Social Science: 4 Implementation of Standards Career Technical Education: 0	Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5 Policy & Program Support: 4 ELA-CCSS: 4 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 NGSS: 4 History-Social Science: 4 Implementation of Standards Career Technical Education: N/A	Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5 Policy & Program Support: ELA-CCSS: 4 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 NGSS: 4 History-Social Science: 4 Implementation of Standards Career Technical Education: N/A	Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5 Policy & Program Support: ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5 Implementation of Standards Career Technical Education: 5	History-Social Science: -1 Instructional Materials ELA-CCSS: Remained at 5 ELD (Aligned to ELA): Remained at 5 Mathematics-CCSS: Remained at 5 NGSS: Remained at 5 History-Social Science: Remained at 5 Policy & Program Support: ELA-CCSS: 0 ELD (Aligned to ELA): Remained at 4 Mathematics-CCSS: Remained at 4 NGSS: Remained at 4 History-Social Science: Remained at 4 Implementation of Standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Career Technical Education: N/A
3.2	STAR 360 – Early Literacy Percentage of students performing At or Above Benchmark (State Priority 8)	Source: 2023-24 STAR 360 Spring Report – Early Literacy ALL: 18.3%	Source: 2024-25 STAR 360 Spring Report – Early Literacy ALL: 35.9%	Source: 2025-26 STAR 360 Spring Report – Early Literacy ALL: 38.6%	Source: 2026-27 STAR 360 Spring Report – Early Literacy ALL: 50%	Source: STAR 360 Spring Report – Early Literacy ALL: +20.3%
3.3	STAR 360 – Spanish Early Literacy Percentage of students performing At or Above Benchmark (State Priority 8)	Source: 2023-24 STAR 360 Spring Report – Spanish Early Literacy ALL: 53.4%	Source: 2024-25 STAR 360 Spring Report – Spanish Early Literacy ALL: 56.4%	Source: 2025-26 STAR 360 Spring Report – Spanish Early Literacy ALL: 66.1%	Source: 2026-27 STAR 360 Spring Report – Spanish Early Literacy ALL: 75%	Source: STAR 360 Spring Report – Spanish Early Literacy ALL: +12.7%
3.4	STAR 360 – English Percentage of students performing At or Above Benchmark	Source: 2023-24 STAR 360 Spring Report – English ALL: 28.9%	Source: 2024-25 STAR 360 Spring Report – English ALL: 31%	Source: 2025-26 STAR 360 Spring Report – English ALL: 30.5%	Source: 2026-27 STAR 360 Spring Report – English ALL: 50%	Source: STAR 360 Spring Report – English ALL: +1.6%
3.5	STAR 360 – Spanish Percentage of students performing At or Above Benchmark (State Priority 8)	Source: 2023-24 STAR 360 Spring Report – Spanish ALL: 50.22%	Source: 2024-25 STAR 360 Spring Report – Spanish ALL: 50.6%	Source: 2025-26 STAR 360 Spring Report – Spanish ALL: 49.6%	Source: 2026-27 STAR 360 Spring Report – Spanish ALL: 70%	Source: STAR 360 Spring Report – Spanish ALL: -0.62%
3.6	STAR 360 – Mathematics Percentage of students performing At or Above Benchmark	Source: 2023-24 STAR 360 Spring Report – Mathematics ALL: 21.24%	Source: 2024-25 STAR 360 Spring Report – Mathematics ALL: 23.1%	Source: 2025-26 STAR 360 Spring Report – Mathematics ALL: 23.2%	Source: 2026-27 STAR 360 Spring Report – Mathematics ALL: 50%	Source: STAR 360 Spring Report – Mathematics ALL: +1.96%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 8)					
3.7	Pathway Toward Biliteracy - Percentage of Students Meeting Recognition Criteria OSD Board Policy: AR 5126(a) (State Priority 8)	Source: 2023-24 Eligible Students to be Recognized with the Pathway Towards Biliteracy Award based on OSD Board Policy AR 5126(a) Grade 5: 26.25% Grade 8: 50.48%	Source: 2024-25 Eligible Students to be Recognized with the Pathway Towards Biliteracy Award based on OSD Board Policy AR 5126(a) Grade 5: 33% Grade 8: 70%	Source: 2025-26 Eligible Students to be Recognized with the Pathway Towards Biliteracy Award based on OSD Board Policy AR 5126(a) Grade 5: 30% Grade 8: 73%	Source: 2026-27 Eligible Students to be Recognized with the Pathway Towards Biliteracy Award based on OSD Board Policy AR 5126(a) Grade 5: 50% Grade 8: 75%	Source: Eligible Students to be Recognized with the Pathway Towards Biliteracy Award based on OSD Board Policy AR 5126(a) Grade 5: +3.75% Grade 8: +22.52%

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.

2025-2026- An analysis of how this goal was carried out in the previous year

The implementation of Goal 3 during the 2025–2026 school year continues to reflect the district's strong commitment to cultivating a highly skilled and supported workforce through sustained professional learning, leadership development, and strategic resource allocation. Actions within Goal 3 are being implemented, supporting improved instructional practices, strengthened leadership capacity, and continued alignment with the district's Strategic Plan and the EMPOWERS framework.

Professional development opportunities are being delivered across all employee groups, including teachers, site leaders, central office staff, substitutes, and classified personnel. Teachers are engaging in ongoing learning in standards-based instruction, biliteracy, mathematics, transitional kindergarten, restorative practices, and newcomer education.

Building on staff feedback and observed needs from the prior year, all teachers have been trained in Nonviolent Crisis Intervention (NCI) to enhance classroom management and student support strategies. Additionally, all counselors and principals have been trained through a Train-the-Trainer model, ensuring site-based capacity to sustain and expand NCI implementation across the district.

Targeted support through Teachers on Special Assignment (TOSAs), consulting teachers, and peer coaching continues to strengthen classroom instruction and provide differentiated support for both new and veteran staff. TOSAs provide job-embedded coaching, model effective instructional strategies, and support the implementation of district-adopted curriculum and instructional frameworks.

Leadership development remains a central focus, with administrators and aspiring leaders participating in leadership academies and job-embedded coaching to deepen instructional leadership practices. The continued partnership with Orenda Education supports both schoolwide transformation and Comprehensive Support and Improvement (CSI) efforts, providing coaching and systems-level development at identified sites.

Actions supporting emergency preparedness, staff and student wellness, and communication systems are being implemented to ensure safe, responsive, and well-coordinated learning environments. Key operational supports—including curriculum implementation, baseline staffing, report card systems, and state assessment administration—remain aligned to districtwide instructional priorities and are being monitored for effectiveness.

As implementation progresses, the district continues to refine areas identified in the previous cycle, including expanded professional learning in cultural proficiency, GATE education, and strengthened follow-up within peer coaching structures. These areas are receiving additional attention to ensure deeper implementation and measurable impact.

In the current Local Control and Accountability Plan (LCAP) cycle, actions within Goal 3 are intentionally designed to be interconnected and mutually reinforcing. While this integrated approach strengthens coherence across initiatives, it can present challenges in isolating the impact of individual actions. As a result, effectiveness is often measured through broader indicators aligned to the overall goal.

Ongoing efforts include refining the organization of actions and strengthening the use of specific, measurable implementation and effectiveness metrics to enhance the district's ability to monitor progress and demonstrate outcomes.

Overall, Goal 3 actions were highly effective in building staff capacity, promoting equity-centered professional learning, and reinforcing high-quality teaching and leadership practices. The district will continue to deepen this work in the coming year by refining implementation strategies, expanding targeted supports, and ensuring coherence with other goals of the LCAP and Strategic Plan.

3.01 Developing Human Capital: PD for Strategic Plan Recommendations
Strategic Plan Implementation Team members and staff received professional development aligned with EMPOWERS and LCAP priorities.

3.02 Teachers on Special Assignment/Content Specialists
Teachers on Special Assignment (TOSAs) provided instructional coaching and professional development aligned to strategic initiatives.

3.03 Professional Learning: Implementation of State Standards
Standards-aligned professional development was provided to teachers across grade levels and content areas.

3.04 Professional Learning: Central Management
District leaders engaged in professional development opportunities to support strategic and LCAP-aligned goals.

3.05 Professional Learning for Educational Leaders
Site administrators participated in leadership development focused on instructional leadership and school improvement.

3.06 Professional Learning for TOSAs and Content Specialists
TOSAs received targeted professional development to strengthen coaching practices and classroom support.

3.07 Professional Learning: Spanish Language and World Language Standards
Professional learning in Spanish Language instruction, Common Core en Español, and World Language Standards (Action 3.07) was not implemented during the 2025–2026 school year due to competing district priorities, including curriculum alignment and the impact of multiple release days for participating teachers. This action is planned for implementation in the 2026–2027 school year.

3.08 Professional Learning for Teachers: Biliteracy
New and returning biliteracy teachers were supported with professional development on the district's biliteracy framework.

3.09 Professional Learning: Mathematics
Teachers received professional development by grade band on fluency, fractions, rigor, and lesson design, and student STAR data showed growth.

3.10 Professional Learning for Middle School Teachers
Middle school staff received content-specific professional development aligned to instructional priorities.

3.11 Professional Learning for Teachers: Newcomer Academy
Teachers supporting the Newcomer Academy received targeted professional development and TOSA support.

3.12 Professional Learning: Health Education
Science teachers were trained to deliver the district's health curriculum.

3.13 Professional Learning: Transitional Kindergarten
TK teachers engaged in professional development around play-based learning and DRDP assessments.

3.14 Professional Learning: Gifted and Talented Education
This action was implemented as part of an initial stage of professional development for teachers. Next steps will include specific professional development for grade levels and programs

3.15 Training: STAR/myOn
Renaissance training was delivered during pre-service days at no extra cost, with additional PD scheduled for next year.

3.16 Professional Learning: Cultural Proficiency and Equity
While some professional development included embedded equity content, standalone cultural proficiency sessions did not occur.

3.17 Professional Learning: Planning for Access and Equity (Orenda)
Three schools participated in Orenda PD on standards alignment and data use, with additional schools joining next school year.

3.18 CSI Support for Fremont Academy
Year 2 of Orenda implementation at Fremont supported staff PD and instructional planning, with modest student growth in the first year.

3.19 Professional Learning: Restorative Practices
Professional development was provided district-wide on restorative practices, contributing to reduced discipline referrals.

3.20 Professional Learning: Counselors
Counselors participated in professional development to enhance SEL, wellness, and student services.

3.21 Professional Learning and Wellness for Staff
Staff received professional learning and wellness sessions aligned to supporting staff well-being.

3.22 Professional Learning for Outreach Consultants (ORCs)
Outreach Consultants (ORCs) received training aligned with their roles in student engagement and family support.

3.23 Professional Learning for Substitute Teachers
Substitute teachers received training to improve classroom continuity and instructional quality.

3.24 Professional Learning for Classified Staff
Classified staff participated in professional development sessions aligned with school and district needs.

3.25 Training: Medical Response
Staff voluntarily participated in medical response training to strengthen site emergency readiness.

3.26 Training: Action Preparedness
All staff received emergency preparedness training, ensuring site-level consistency in safety protocols.

3.27 Training: Data Management Systems
Teachers and site administrators received training on Illuminate and EduClimber during pre-service days.

3.28 Training: Communication Platforms
Staff were trained to use platforms for internal and external communication.

3.29 Future Administrators Academy
Twelve staff members participated in the Future Administrators Academy, which was well received.

3.30 Consulting Teacher
A total of 61 new teachers received support from a consulting teacher, and teachers requiring additional assistance were provided with targeted resources.

3.31 Peer Assistance Review (PAR)
Three teachers received extended support through the PAR program.

3.32 Review/Redesign Report Cards
A redesign of report cards is in progress, including revisions to college and career readiness indicators, with feedback gathered from various groups.

3.33 Implementation of Required State Assessments
All required assessments (ELPAC and CAASPP) were administered, with additional staff hired to support 1:1 ELPAC testing. In addition, the district implemented the Amira state-required assessment to identify students at risk for reading difficulties, expanding its assessment system beyond prior measures.

3.34 Baseline Instruction for Unduplicated Student Groups
Unduplicated students received foundational academic support aligned to district expectations.

3.35 Textbook Adoptions
All instructional materials were provided as needed, with orders filled for new classes and replacements and a new math adoption planned for next year.

3.36 Additional Teachers Above Base Staffing
Additional teachers were hired beyond base staffing levels to meet student needs.

3.37 Maintain 24:1 TK–3rd Grade Average
Class size averages were maintained at or below 24:1 across TK–3.

3.38 School Site Allocations to be Prioritized by School Site Council
Sites received funding aligned to their SPSAs and site priorities.

3.39 Above Base/Assistant Principals
Assistant principals were retained at schools above the base staffing model to support leadership capacity.

3.40 Teacher Substitutes/Site Assigned
Fourteen site-assigned substitute teachers were deployed and consistently used for SSTs and IEPs.

3.41 Supplemental Instructional Materials
Instructional materials were provided to supplement core curriculum and support student 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.

2025-2026

Most actions under Goal 3 during the 2025–2026 school year were implemented as planned, with estimated actual expenditures generally aligned to budgeted amounts and targeted services delivered as intended. These actions supported districtwide efforts to enhance professional learning, strengthen instructional leadership, and build organizational capacity. Across all employee groups, teachers, administrators, classified staff, and substitutes, professional development and support were provided consistently.

While implementation was strong overall, some actions reflected material differences between budgeted and estimated actual expenditures due to adjustments in implementation and evolving district priorities. Specifically, professional learning focused on Spanish Language instruction, Common Core en Español, and World Language Standards was not implemented during the 2025–2026 school year. This was due to competing district priorities, including curriculum alignment efforts, and the impact of multiple release days for the same teachers throughout the year. As a result, expenditures for this action were lower than planned, and the associated percentage of improved services was not fully realized. This action is planned for implementation in the 2026–2027 school year.

In cases where not all budgeted funds were expended as originally planned, the district reallocated resources to related professional learning and capacity-building efforts within Goal 3 to ensure continuity of services. This strategic approach allowed the district to remain responsive to staff needs while maintaining alignment with the Strategic Plan and the EMPOWERS framework.

Overall, differences between planned and actual expenditures and percentages of improved services were minimal and did not significantly impact the district's ability to implement actions or meet the intended outcomes of Goal 3. The district will continue refining resource allocation and implementation planning to ensure effective use of funds and sustained impact in future LCAP cycles.

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

2025-2026- A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal

The majority of Goal 3 actions during the 2025–2026 school year were effective in advancing the district's goal of building educator and leadership capacity, supporting high-quality instruction, and aligning professional learning to the Strategic Plan and EMPOWERS framework. Building on prior years of implementation, professional development continued to be provided across all employee groups, including teachers, site and central office administrators, classified staff, and substitutes. These sustained efforts contributed to increased coherence in instructional practices and stronger alignment across school sites.

Ongoing professional learning opportunities continued to demonstrate effectiveness in strengthening instructional practice. Actions supporting teacher development (Actions 3.03, 3.08–3.13) and educational leadership (Actions 3.04–3.06) reinforced standards-based instruction, deepened content knowledge, and promoted consistency across classrooms. Continued focus on key areas such as mathematics, biliteracy, transitional kindergarten, restorative practices, and newcomer education supported district instructional priorities. In addition, job-embedded supports, including TOSAs, consulting teachers, and peer coaching, continued to provide differentiated assistance to both new and veteran teachers, reinforcing a culture of continuous improvement.

Support for school and district leaders remained a strength of Goal 3. Administrators, TOSAs, and central office staff continued to engage in ongoing professional learning and coaching (Actions 3.02, 3.05, 3.17), including collaboration with Orenda Education to strengthen curriculum alignment, data use, and instructional planning. These sustained efforts contributed to stronger systems of coherence, accountability, and instructional leadership across the district. Actions supporting operational systems, including emergency preparedness, assessment coordination, staffing, and curriculum implementation (Actions 3.25–3.40), were also effectively implemented and contributed to stable and well-functioning school environments.

While most actions were implemented effectively, not all planned actions were fully realized. Professional learning in Spanish Language instruction, Common Core en Español, and World Language Standards (Action 3.07) was not implemented during the 2025–2026 school year due to competing priorities, including curriculum alignment efforts and the impact of multiple release days for participating teachers. This action is planned for implementation in the 2026–2027 school year. Additional areas, such as cultural proficiency and deeper peer coaching follow-up, showed partial implementation and will continue to be refined.

Action 3.01 demonstrated strong effectiveness, as evidenced by full implementation supporting strategic plan outcomes measured by local and state assessments, with no changes or challenges reported.

Action 3.02 demonstrated strong effectiveness, as evidenced by consistent implementation across schools supporting instructional improvement measured by local and state assessments, with no variations or issues.

Action 3.03 demonstrated strong effectiveness, as evidenced by improved instructional consistency measured by local and state assessments, with implementation as planned.

Action 3.04 demonstrated strong effectiveness, as evidenced by full participation supporting leadership capacity measured by local and state assessments, with no changes needed.

Action 3.05 demonstrated strong effectiveness, as evidenced by full implementation supporting leadership growth measured by local and state assessments, with fidelity.

Action 3.06 demonstrated strong effectiveness, as evidenced by improved coaching capacity and measured by local and state assessments, with no changes required.

Action 3.08 demonstrated strong effectiveness, as evidenced by improved instructional practices measured by local and state assessments, with successful implementation.

Action 3.09 demonstrated strong effectiveness, as evidenced by improved math outcomes and planned expansion of 1:1 coaching in 2025–2026 measured by local and state assessments.

Action 3.10 demonstrated strong effectiveness, as evidenced by improved instructional practices measured by local and state assessments, with no changes needed.

Action 3.11 demonstrated strong effectiveness, as evidenced by improved teacher capacity to support newcomers measured by local and state assessments.

Action 3.12 demonstrated strong effectiveness, as evidenced by successful curriculum implementation measured by local and state assessments.

Action 3.13 demonstrated strong effectiveness, as evidenced by improved early learning instructional practices measured by local and state assessments, with no variations reported.

Action 3.14 Demonstrated effectiveness in equipping teachers with foundational knowledge of gifted and talented education.

Action 3.15 demonstrated strong effectiveness, as evidenced by improved teacher readiness to use STAR/myOn measured by local metrics.

Action 3.16 did not achieve desired outcomes due to limited implementation.

Action 3.17 demonstrated strong effectiveness, as evidenced by improved instructional alignment and data use measured by local and state assessments.

Action 3.18 demonstrated emerging effectiveness, as evidenced by partial student outcome improvements measured by local and state assessments, with Year 3 focusing on strengthened instructional practices.

Action 3.19 demonstrated strong effectiveness, as evidenced by improved school climate outcomes measured by local and state assessments.

Action 3.20 demonstrated strong effectiveness, as evidenced by improved counseling practices measured by local and state assessments, with no changes needed.

Action 3.21 demonstrated strong effectiveness, as evidenced by improved staff wellness and professional capacity measured by local and state assessments, with implementation successful and consistent.

Action 3.22 demonstrated strong effectiveness, as evidenced by improved ORC practices supporting family engagement measured by local metrics, with implementation completed as planned.

Action 3.23 demonstrated strong effectiveness, as evidenced by improved substitute preparedness and instructional consistency measured by local and state assessments, with no changes or challenges reported.

Action 3.24 demonstrated strong effectiveness, as evidenced by improved classified staff skills and services measured by local and state assessments, with full implementation.

Action 3.25 demonstrated strong effectiveness, as evidenced by improved emergency preparedness capacity measured by local metrics.

Action 3.26 demonstrated strong effectiveness, as evidenced by full implementation and improved safety readiness measured by local metrics.

Action 3.27 demonstrated strong effectiveness, as evidenced by improved data platform use for instructional decisions measured by local metrics, with positive feedback and ongoing sessions planned.

Action 3.28 demonstrated strong effectiveness, as evidenced by improved communication efficiency measured by local metrics, with no changes needed.

Action 3.29 demonstrated strong effectiveness, as evidenced by increased leadership capacity and professional growth measured by local metrics, and the program will continue next year.

Action 3.30 demonstrated strong effectiveness, as evidenced by improved new teacher instructional practices and retention measured by local metrics.

Action 3.31 demonstrated strong effectiveness, as evidenced by improved teacher practices and support outcomes measured by local metrics.

Action 3.32 shows emerging effectiveness, as evidenced by partial implementation and stakeholder feedback measured by local metrics, with continued work planned.

Action 3.33 demonstrated strong effectiveness, as evidenced by full compliance with state requirements and improved testing processes.

Action 3.34 demonstrated strong effectiveness, as evidenced by improved student outcomes and access measured by local and state assessments, with full implementation conducted.

Action 3.35 demonstrated strong effectiveness, as evidenced by timely instructional material availability supporting teaching and learning measured by local and state assessments.

Action 3.36 demonstrated strong effectiveness, as evidenced by improved student access to instruction and reduced class sizes measured by local and state assessments, with full implementation.

Action 3.37 demonstrated strong effectiveness, as evidenced by consistent class size ratios supporting early literacy and numeracy outcomes measured by local assessments.

Action 3.38 demonstrated strong effectiveness, as evidenced by site-driven funding decisions supporting student needs measured by local and state assessments, with implementation conducted with site input, no changes needed.

Action 3.39 demonstrated strong effectiveness, as evidenced by improved school leadership support and continuity measured by local and state assessments.

Action 3.41 demonstrated strong effectiveness, as evidenced by improved student access to high-quality materials measured by local and state assessments, with implementation completed as planned.

Overall, Goal 3 actions were effective in making progress toward the goal, with sustained and ongoing professional learning efforts continuing to build the capacity of educators, leaders, and support staff. The district will continue to refine implementation in targeted areas to ensure consistent impact and alignment with district priorities.

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.

2025-2026- 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.

Following a comprehensive review of Goal 3 implementation during the 2025–2026 school year, the district identified key strengths as well as areas for refinement in building educator capacity and ensuring that professional learning is both effective and responsive to site needs. While the overarching goal, metrics, and target outcomes will remain unchanged for the 2026–2027 school year, several refinements to implementation strategies and specific actions will be made to strengthen fidelity, increase participation, and ensure continued alignment with district priorities.

Importantly, the majority of Goal 3 actions from the 2025–2026 LCAP will roll over into the 2026–2027 LCAP, reflecting the district's ongoing commitment to developing a highly skilled and well-supported workforce. These actions continue to serve as the foundation for professional development, instructional leadership, and systemwide coherence.

A key change involves Action 3.15 – Training and Professional Learning: STAR/myON, which will be revised to reflect actual implementation. The action will be refocused on Renaissance professional learning, including STAR and Illuminate (DnA and EduClimber), and the reference to myON will be removed. This refinement also responds to inconsistent participation across sites, with adjustments planned to improve access and engagement.

Another adjustment involves Action 3.18 – CSI Support for Fremont Academy, which will be discontinued as Fremont Academy has exited Comprehensive Support and Improvement (CSI) status. Resources previously allocated to this action will be reallocated to support broader district priorities.

The district will also refine Action 3.17 – Professional Learning: Planning for Access and Equity/Orenda. This includes a reduction in the cost of the Orenda contract and a strategic shift toward building internal capacity through the addition of two staff members to support curriculum alignment. Additional resources for substitute coverage will be incorporated to ensure effective implementation of professional learning and collaboration.

Ongoing work on report card redesign (Action 3.32) will continue. Feedback from teachers, administrators, and families will continue to inform refinements, with minor costs associated with teacher timecards to support this work.

Adjustments to Action 3.33 – Implementation of Required State Assessments include the addition of the state-mandated Reading Risk Difficulties Screener for grades K–2. While the assessment itself is funded through state allocations, additional costs may include substitute coverage and materials, such as headphones with microphones, to support administration.

Professional learning in Spanish Language instruction, Common Core en Español, and World Language Standards (Action 3.07), which was not implemented during the 2025–2026 school year due to competing priorities and scheduling constraints, will be carried forward and implemented in the 2026–2027 school year.

Action 3.40 will not be continued for the 2026-27 school year. This is being absorbed into various actions throughout the goals.

Additionally, based on reflections from prior practice, the district will add a new action under Goal 3 to provide one release day for Transitional Kindergarten (TK) teachers to engage in structured collaboration and data review. This addition reflects the identified need to strengthen early learning systems by providing dedicated time for teachers to analyze student data, align instructional practices, and plan targeted supports. This action is intended to enhance instructional coherence and support improved outcomes for early learners, particularly among unduplicated student groups, and aligns with the district's continued focus on data-driven instruction and early literacy and numeracy development.

While no structural changes are being made to other actions, the district will refine implementation by strengthening participation structures, aligning professional learning more closely to site needs, and enhancing systems used to evaluate the impact of professional development on instructional practices and student outcomes.

These refinements reflect the district's commitment to continuous improvement, grounded in implementation data and feedback from staff and educational partners. All adjustments remain aligned with the Oxnard School District Strategic Plan and EMPOWERS framework. By maintaining current actions and strengthening their delivery, the district will continue to build instructional quality and leadership capacity across all schools.

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	Developing Human Capital: PD for Strategic Plan Recommendations	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual	$335,828.75	Yes

Action #	Title	Description	Total Funds	Contributing
		learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Implementing a coherent professional development program for teachers, support staff, and administrators is crucial for enhancing the district's capacity to successfully implement the strategic plan recommendations. This action ensures that all staff members receive the necessary training and support to effectively execute the strategies outlined in the plan. By providing targeted professional development opportunities, the district can empower its employees with the knowledge and skills needed to address the diverse needs of unduplicated student groups and communities. Additionally, such training fosters a culture of continuous improvement and innovation, ultimately leading to improved student outcomes. This action will be monitored through, the Panorama Staff Survey, the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.2.1).		
3.2	Teachers on Special Assignment/Content Specialists	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action is aimed at providing coaching and support to classroom teachers, equipping them with valuable resources to enhance their instructional practices. Teachers on Special Assignment (TOSAs) collaborate closely with teachers, offering personalized guidance, sharing best practices, and facilitating professional development initiatives. Additionally, Content Specialists provide specialized expertise in specific	$1,731,512.90	Yes

Action #	Title	Description	Total Funds	Contributing
		subject areas, offering tailored resources and guidance to educators seeking to deepen student learning experiences. Through their coaching and support, TOSAs/Content Specialists empower classroom teachers to implement evidence-based strategies, personalize instruction, and meet the diverse needs of all learners. This action will be monitored through, the Panorama Staff Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.7).		
3.3	Professional Learning: Implementation of State Standards	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The action aims to provide comprehensive professional development opportunities for teachers, administrators, and classified staff. Beginning with a thorough needs assessment, the initiative will identify specific areas requiring attention in the implementation of state standards. Collaborating closely with district departments and schools, a tailored curriculum will be developed, emphasizing best practices and strategies for supporting diverse learners, including second language learners/Emergent Multilingual Learners. The professional development will integrate seamlessly with the district's strategic plan, aligning with its goals and objectives to enhance student and staff profiles. Continuous support and mentoring will be offered post-training sessions, accompanied by robust evaluation mechanisms to gauge effectiveness and gather feedback for ongoing improvement. Through this holistic approach, the initiative aims to empower practitioners with the knowledge and skills necessary for successful state standards implementation, ultimately enriching the learning experiences of all unduplicated student groups within the district. This action will be monitored through, the Panorama Staff Survey, the Local Indicator Metrics, STAR 360 Assessments, the	$94,760.55	No

Action #	Title	Description	Total Funds	Contributing
		Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14).		
3.4	Professional Learning: Central Management	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The action aims to provide professional learning opportunities and memberships to professional organizations tailored specifically for Central Office Management personnel, with a direct focus on benefiting unduplicated student groups and improving learning outcomes. By investing in professional development and fostering connections with other professionals, Central Office Management personnel will be better equipped to address the complex challenges and responsibilities inherent in their roles, ultimately leading to more efficient and effective district operations that directly impact student outcomes and experiences. This action will be monitored through, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14).	$165,354.00	No
3.5	Professional Learning for Educational Leaders	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. School leaders bear the responsibility of instituting equitable practices within our schools, ensuring the adoption of high-impact instructional methodologies. A critical component of a school leader's success lies in their ability to drive teaching and learning outcomes by establishing clear expectations regarding learning practices within the	$165,354.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school community. This entails fostering a culture where organizational values and behaviors are unequivocally aligned with the overarching goal of enhancing student success. To equip school leaders for this pivotal role, targeted professional development is imperative, focusing on key areas including the development of instructional equity to promote student success, data-driven decision-making processes, fostering inclusive school cultures through an equity lens, implementing Universal Design for Learning practices, and integrating Multi-Tiered Systems of Support (MTSS). This action is primarily aimed at addressing the specific needs of unduplicated student groups, ensuring that every student within the district has equitable access to quality education and opportunities for academic advancement. This action will be monitored through the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14).		
3.6	Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Providing professional development to Teachers on Special Assignment (TOSAs) and Instructional Specialists is crucial for the academic achievement of unduplicated student groups. TOSAs and instructional specialists coach and support classroom teachers in best practices, equipping them with the tools and strategies needed to effectively teach unduplicated student groups. This advanced skill and knowledge enable TOSAs and instructional specialists to guide and assist teachers in delivering high-quality, differentiated instruction. By fostering collaboration and sharing best practices, professional development ensures a cohesive and supportive learning environment, ultimately leading to improved academic performance and the closing of achievement gaps for unduplicated student groups. This action will be monitored	$127,227.81	Yes

Action #	Title	Description	Total Funds	Contributing
		through, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14).		
3.7	Professional Learning: Spanish Language, Common Core en Espanol and World Language Standards	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action entails providing professional learning opportunities for teachers focused on the Spanish Language, Common Core en Español, and World Language Standards. Through targeted workshops and ongoing training sessions, educators will gain a deep understanding of the standards and best practices for teaching Spanish language proficiency and promoting cultural competency. The professional learning will encompass curriculum development, instructional strategies, assessment methods, and resources aligned with the standards. This action aims to strengthen the district's biliteracy programs, empower teachers with the skills and knowledge to meet the needs of diverse learners and promote language acquisition and appreciation within the district's school community. This action will be monitored through the Star 360 Spanish and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.2.14).	$24,893.17	No
3.8	Professional Learning for Teachers: Biliteracy	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced	$20,345.90	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To effectively support practitioners in implementing the district's biliteracy framework and uphold the district's vision of multilingualism and additive approaches reflective of unduplicated student groups' identities, the district has developed a comprehensive staff development and support plan, which includes district and site leaders, educators, and support staff. Practitioners will receive professional development tailored to their roles and collaborative opportunities to enhance their practice within biliteracy. Providing professional development supports the academic achievement of unduplicated student groups by equipping educators with the skills and knowledge needed to effectively implement the district's biliteracy framework, thereby addressing resource inequities and enhancing instructional practices. This action will be monitored through the Panorama Staff Survey, the STAR 360 Spanish, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.2.14).		
3.9	Professional Learning: Mathematics	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To enhance instructional quality, subject-expert staff leaders will provide professional learning based on the CA Mathematics Framework and best practices, including the Thinking Classrooms Philosophy. Offering training on state standards implementation will effectively meet the needs of unduplicated student groups by ensuring access to quality instruction. Effective initial teaching is crucial for learning state standards, fostering a culture of continuous improvement and innovation, ultimately leading to improved student	$228,184.87	Yes

Action #	Title	Description	Total Funds	Contributing
		outcomes. This action will be monitored through STAR 360 Mathematics (SP 3.2.14).		
3.10	Professional Learning for Teachers: Middle School Content Specific	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The initiative aims to enhance the instructional practices and content knowledge of educators within our middle schools. Through focused professional learning and coaching, teachers delve into the California frameworks specific to each content area, gaining a comprehensive understanding of the standards and expectations outlined. Moreover, educators will engage in a deep dive into standards and high-leverage practices supporting academic shifts, closely aligning with the implementation of the district's strategic plan. By investing in the professional development of the district's middle school teachers, the district reinforces its commitment to academic excellence, ensuring that every student receives a rigorous and enriching educational experience that prepares them for success in school and beyond. This action will be monitored through the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.2.14).	$31,933.99	Yes
3.11	Professional Learning for Teachers: Newcomers Academy	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced	$49,568.75	No

Action #	Title	Description	Total Funds	Contributing
		teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Teachers instructing at the Newcomer Academy receive tailored training focused on effectively supporting students who are recent immigrants and English Language Learners (ELLs)/Emergent Multilingual Learners (EML). This professional learning encompasses culturally responsive pedagogy, language acquisition strategies, and trauma-informed practices. Through collaborative learning experiences, educators gain invaluable insights and practical tools to create inclusive, supportive, and academically rigorous learning environments for newcomer unduplicated student groups. By ensuring that teachers are equipped with the necessary skills and knowledge to meet the unique needs of this population, the district aims to guarantee equitable access to high-quality education and promote the success of all unduplicated student groups, regardless of their linguistic or cultural backgrounds. This action will be monitored through the Staff Panorama Survey, the Local Indicator Metrics, and the STAR 360 Assessments (SP 3.2.14).		
3.12	Professional Learning: Health Education	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district is committed to providing comprehensive health education, including Human Growth and Development, in accordance with California Education Code Sections 51930-51939. This education is designed to equip unduplicated student groups with accurate, age-appropriate information and skills necessary to make informed decisions about their physical, mental, and social well-being. The Oxnard School District ensures its health education curriculum	$46,364.63	Yes

Action #	Title	Description	Total Funds	Contributing
		is inclusive of diverse perspectives, culturally sensitive, and aligned with state standards. Prior to instruction, parents or guardians are notified and provided with the opportunity to review instructional materials and opt their child out if desired. Providing comprehensive health education, including Human Growth and Development, equips unduplicated student groups with the information and skills necessary for informed decision-making about their well-being, thereby addressing resource inequities, supporting their overall development, and positively impacting their academic achievement. This action will be monitored through the Staff Panorama Survey (SP 3.2.14).		
3.13	Professional Learning: Transitional Kindergarten	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action will encompass all new UTK instructional mandates, such as Preschool Foundations, Frameworks, Desired Results Developmental Profile (DRDP), and Socio-Emotional practices. Emphasizing the significance of these initiatives, the professional development will also delve into Developmentally Appropriate Instructional Practices tailored to the delivery of the current District-adopted TK curriculum. By equipping educators with these tools and insights, the district aims to enhance teaching efficacy and promote optimal learning experiences for young, unduplicated student groups, fostering their holistic development and academic success. This action will be monitored through the Staff Panorama Survey and the STAR 360 Early Literacy Assessments (SP 3.2.14).	$10,003.66	Yes

Action #	Title	Description	Total Funds	Contributing
3.14	Professional Learning: Gifted and Talented Education	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Historically, unduplicated student groups have been underrepresented in accelerated programs. In acknowledgment of this disparity, the district will prioritize providing professional learning opportunities tailored to Gifted and Talented Education (GATE) for teachers. This action highlights the imperative of fostering the potential of all unduplicated student groups, including those with exceptional abilities. Through targeted training and development, educators will enhance their capacity to identify and effectively serve gifted learners, particularly unduplicated student groups. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, and the STAR 360 Assessments (SP 3.2.14).	$38,784.60	Yes
3.15	Training and Professional Learning: Renaissance	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To optimize student learning outcomes and support educator proficiency, the district will implement a comprehensive training and professional learning program focused on the effective utilization of the Star, Illuminate, and EduClimber educational platforms. This action aims to equip teachers with the necessary skills and knowledge	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to leverage the diverse features and resources offered by Star, Illuminate, and EduClimber thereby enhancing student engagement and academic growth. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, and the STAR 360 Assessments (SP 3.2.14).		
3.16	Professional Learning: Cultural Proficiency and Focus on Equitable Practices	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the critical link between cultural proficiency and academic achievement, the district will bolster its efforts in supporting cultural proficiency and focusing on equitable practices. This entails prioritizing the enhancement of teacher and leadership capacity through various professional development opportunities, such as webinars, workshops, literature review/book studies, and summer PD sessions. This action aims to equip staff with the necessary skills and knowledge to create inclusive learning environments that support the academic success of all students, particularly unduplicated student groups. This action will be monitored through the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.5.1).	$2,720.00	Yes
3.17	Professional Learning: Planning for Access and Equity/Orenda	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities,	$504,951.75	Yes

Action #	Title	Description	Total Funds	Contributing
		support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the critical link between equity and academic success, a study conducted by Orenda Education in the Spring of 2024 identified areas for improvement in promoting equity within the district. The findings from this study will inform professional learning opportunities for practitioners aimed at enhancing their cultural competency and enabling the implementation of culturally responsive teaching practices. Orenda Education will provide guidance, support, and professional development for identified school teams, including teachers, TOSAs, as well as central office and site leaders. This comprehensive support system is crucial for fostering an inclusive and supportive learning environment, ultimately enhancing academic success for all students within the district. This action will be monitored through the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.5.4).		
3.18	CSI Support for Fremont Academy	The CSI Support for Fremont Academy action will not be included in the 2026–2027 LCAP, as Fremont Academy has exited Comprehensive Support and Improvement (CSI) status. As a result, targeted CSI resources and supports are no longer required, and the school will continue to be supported through the district's broader systems and core actions outlined in the LCAP.	$0.00	
3.19	Professional Learning: Restorative Practices	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This initiative directly addresses this data, aligning with state priorities and rectifying resource disparities while	$36,682.50	Yes

Action #	Title	Description	Total Funds	Contributing
		benefiting all students. The district's proactive approach to reducing suspension and expulsion rates among unduplicated student groups not only aligns with state priorities and addresses resource disparities but also underscores its significance in enhancing academic success. By prioritizing professional development and resources to bolster restorative practices district-wide, the district aims to create a more inclusive and supportive learning environment for all students. Recognizing the correlation between a positive school climate and academic achievement, these efforts emphasize the crucial role of equitable disciplinary practices in fostering student success. This action will be monitored through, the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).		
3.20	Professional Learning: Counselors	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Providing professional development to school counselors is essential for enhancing the academic achievement of unduplicated student groups. Through targeted professional development, counselors can gain expertise in culturally responsive practices, effective communication strategies, and data-driven interventions tailored to the needs of unduplicated student groups. This specialized training empowers counselors to provide both academic and socio-emotional support, fostering resilience and promoting a positive school climate. By equipping school counselors with the necessary skills and knowledge, the district ensures they can effectively advocate for and implement strategies that enhance the academic success and emotional well-being of unduplicated student groups. This comprehensive support system ultimately contributes to closing achievement gaps and ensuring equitable access to educational opportunities for all students. This action will be monitored through the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.21	Professional Learning and Wellness for Staff	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Unduplicated student groups exhibit higher absenteeism rates and feelings of disconnectedness from school. Therefore, it's crucial that staff members undergo ongoing professional development equipped with strategies and tools to effectively cater to their unique needs. The Professional Growth for OSSA members, including nurses, counselors, speech pathologists, program specialists, behaviorists, and psychologists, plays a pivotal role in this effort. This action primarily targets meeting the needs of unduplicated student groups and all students alike, acknowledging the necessity of comprehensive support across all demographics for effective implementation. This action will be monitored through the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).	$43,000.00	No
3.22	Professional Learning for Outreach Consultants (ORCs)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action is essential for Outreach Consultants (ORCs) who serve as crucial liaisons between the school	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		district and its families, particularly for unduplicated student groups such as English learners, students from low-income families, and foster youth. By focusing on culturally proficient practices, enhancing family engagement strategies, and aligning their efforts with the district's strategic plan, professional development ensures that ORCs are equipped with the skills and knowledge needed to effectively bridge communication and support between schools and families. This action will be monitored through the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).		
3.23	Training and Professional Learning for Substitute Teachers	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This initiative underscores the importance of ensuring a seamless continuum of learning experiences for unduplicated student groups, even in the absence of their regular teachers. By providing comprehensive training and professional development opportunities tailored specifically to substitute teachers, the district acknowledges the pivotal role they play in maintaining continuity and fostering a conducive learning environment. Through specialized curricula covering essential aspects such as classroom management strategies, instructional techniques, and adherence to district policies, substitutes are empowered with the tools and knowledge needed to effectively navigate diverse classroom scenarios. This action not only enhances the professional growth and satisfaction of substitute teachers but also bolsters the district's capacity to deliver high-quality education consistently. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14).	$3,057.38	Yes

Action #	Title	Description	Total Funds	Contributing
3.24	Training and Professional Learning for Classified Staff	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the indispensable roles classified staff play in the daily operations of our schools, this initiative underscores the importance of investing in their skills, knowledge, and job performance. By providing comprehensive training opportunities tailored to their needs, we not only empower them to excel in their current roles but also pave the way for future career advancement within the district. Moreover, this initiative aligns closely with the district's strategic goals and priorities, emphasizing the integral part classified staff members play in achieving student success and fostering a supportive educational environment. This action will be monitored through the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).	$15,850.00	Yes
3.25	Training: Medical Response	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Annually, the school office staff and healthcare personnel undergo CPR training. This action contributes to creating a safer environment conducive to learning for all unduplicated student groups. By equipping staff members with essential CPR skills, the initiative enhances the school's preparedness to respond effectively to medical emergencies	$44,100.00	No

Action #	Title	Description	Total Funds	Contributing
		that may arise on campus. Furthermore, the voluntary nature of the training ensures that staff members who opt to participate are not only empowered with life-saving knowledge but also demonstrate a commitment to the well-being of unduplicated student groups and the entire school community. By ensuring safety measures, such as crisis management plans and trained staff, schools can protect students' physical well-being and create a supportive atmosphere that enhances their overall academic performance. This action will be monitored through the Staff Panorama Survey (SP 3.2.14).		
3.26	Training: Action Preparedness	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Action Preparedness Training is crucial for ensuring the safety and well-being of students and staff members in schools. This level of preparedness is essential for creating a safe and secure environment within the school community, instilling confidence among students, staff, and parents that the school is equipped to handle emergencies and safety concerns effectively. Overall, Action Preparedness Training plays a vital role in promoting safety, resilience, and preparedness within the school environment. This level of preparedness contributes to a conducive learning environment where students feel safe, supported, and able to achieve their academic potential. Thus, Action Preparedness Training is not only instrumental in promoting safety but also in supporting academic success within the school community (SP 3.2.14).	$3,200.00	No
3.27	Training and Professional Learning: Data	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Management Systems	unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Professional development sessions will be provided to district and site administrators and teachers on the use of the Student Data Management System (SDMS), highlighting the critical role of data-driven decision-making in enhancing student achievement and fostering academic success. This action empowers administrators and teachers with data-driven decision-making skills to address performance gaps and enhance student success. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, and the STAR 360 Assessments (SP 3.2.14).		
3.28	Training and Professional Learning: Communication Platforms	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Enhancing communication between schools and families is crucial for fostering a supportive learning environment, especially for unduplicated student groups. By providing professional development sessions to update communication platforms and improve outreach strategies, the district ensures that families are well-informed and engaged in their children's education. This proactive approach not only strengthens the partnership between schools and families but also promotes student achievement by facilitating greater parental involvement and support. This action will be monitored through the Panorama Staff Survey (SP 3.2.14).	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.29	Future Administrators Academy	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. In alignment with our commitment to fostering effective school leadership and professional development, the district allocates funding to support the district's Administrators Academy. By investing in this action, the district demonstrates its commitment to cultivating a pipeline of skilled and effective school leaders who are equipped to drive positive change and enhance student outcomes in the Oxnard School District. This action will be monitored through the Panorama Staff Survey (SP 3.2.4).	$73,863.00	Yes
3.30	Consulting Teacher	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The overarching goal of the consulting teacher is to provide support for teachers and help them develop their capacity, as defined by the California Standards of the Teaching Profession. The consulting teacher will assist teachers in improving instructional performance. This action is crucial as it fosters a collaborative learning environment where teachers receive personalized guidance and	$172,619.60	No

Action #	Title	Description	Total Funds	Contributing
		mentorship tailored to their needs, ultimately leading to enhanced teaching effectiveness and improved student achievement. This action cultivates a culture of continuous professional growth, ensuring that teachers remain engaged, motivated, and equipped with the necessary skills to meet the evolving needs of their unduplicated student groups, thus positively impacting student academic success. This action will be monitored through the Staff Panorama Survey (SP 3.2.7).		
3.31	Peer Assitance Review (PAR)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Peer Assistance and Review (PAR) program serves as a platform for ongoing professional development, offering constructive feedback, observation, and mentorship to help teachers refine their instructional techniques and classroom management strategies. By fostering a culture of collaboration and continuous improvement, PAR promotes accountability, job satisfaction, and teacher retention within the district. Through peer support and mentorship, participating teachers have the opportunity to share best practices, collaborate on instructional strategies, and reflect on their practice, ultimately contributing to the overall success of teachers, unduplicated student groups, and the educational community as a whole. This action will be monitored through the Staff Panorama Survey (SP 3.2.7).	$7,336.50	No
3.32	Review/Redesign Report Cards	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action	$12,227.50	Yes

Action #	Title	Description	Total Funds	Contributing
		directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As part of the district's strategic plan, there will be a review and redesign of report cards to ensure they are parent-friendly, self-explanatory, inclusive of progress on meeting the Student Profile, and grounded in competencies. This initiative aims to enhance communication between schools and families by presenting student progress in a clear and accessible format. The redesigned report cards will provide parents with comprehensive insights into their child's academic growth, including proficiency in key competencies aligned with the Student Profile. Through this approach, we will promote transparency, understanding, and collaboration, fostering a supportive environment for student success. This action will be monitored through the Family Panorama Survey, Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.4.1).		
3.33	Implementation of Required State Assessments	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district implements and supports required State testing district-wide, including CAASPP, PFT, and ELPAC. The initial administration of the ELPAC takes place in the fall, while the CAASPP, PFT, and ELPAC Summative assessments occur in the spring. The district supports state testing with necessary resources and the provision of professional development to teachers and administrators. The Testing Coordinator plays a crucial role in managing all district and state-required assessments, and providing technical support to staff as needed.	$358,775.77	No

Action #	Title	Description	Total Funds	Contributing
		Participation in required State testing demonstrates the district's commitment to transparency, accountability, and compliance with state and federal education regulations. This action will be monitored through the Staff Panorama Survey (SP 3.4.7).		
3.34	Baseline Instruction for Unduplicated Student Groups	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Ensuring the creation and maintenance of safe, affirming, equitable, and culturally enriched multilingual learning environments is crucial for fostering high intellectual performance across all content areas, which is vital for 21st-century success. By covering all costs associated with delivering instruction to unduplicated student groups, the district aims to provide every student with the necessary support to thrive academically. This comprehensive approach includes providing baseline instruction resources, support staff, and funds for instructional supplies and extra-curricular activities, all of which play a crucial role in enhancing student achievement and success. This action will be monitored through the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.1). This action is funded through the district’s General Fund, which is primarily supported by Local Control Funding Formula (LCFF) resources as part of the district’s core instructional program. It supports all students, including unduplicated student groups,	$0.00	No
3.35	Textbook Adoptions	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-	$713,715.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The adoption and purchase of new core textbooks are vital for ensuring that unduplicated student groups have access to up-to-date and high-quality instructional materials. By updating textbooks according to the State Board of Education's approved frameworks and assessments, schools can ensure that instructional materials remain current and relevant to unduplicated student groups' learning needs. Additionally, considering the needs of diverse student populations, such as English Learners or Emergent Multilingual Learners, unduplicated student groups receiving special education services, and those in biliteracy programs, is crucial for promoting equity and inclusivity in education. Adopting textbooks that address their unique learning needs is essential for providing equitable learning opportunities for all unduplicated student groups. This action also includes the replenishment of materials. This action will be monitored through the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.5.1).		
3.36	Additional Teachers Above Base Staffing	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action entails the addition of additional teachers to certain classrooms to allow for low student-to-teacher ratios in	$6,314,279.52	Yes

Action #	Title	Description	Total Funds	Contributing
		some instances. This adjustment enables more personalized attention and targeted support, particularly for classrooms with unduplicated student groups. By ensuring lower ratios, unduplicated student groups can benefit from a more individualized learning experience, which can contribute to academic success and overall well-being. This action will be monitored through, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.8).		
3.37	Maintain 24:1 TK- 3rd Grade Average	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Full implementation of the Local Control Funding Formula (LCFF) mandates the maintenance of a 24-to-1 class size average as a legislative requirement. This ensures that unduplicated student groups receive adequate attention and support in the classroom, fostering a conducive learning environment. By maintaining smaller class sizes, teachers can provide more personalized instruction, address individual student needs more effectively, and create a more engaging and supportive learning atmosphere. This investment in maintaining smaller class sizes reflects the district's commitment to student success and academic achievement. This action will be monitored through Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.5.8).	$1,697,016.70	Yes
3.38	School Site Allocations to be Prioritized by School Site Council	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual	$4,489,954.82	Yes

Action #	Title	Description	Total Funds	Contributing
		learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Each school site receives an allocation based on the school's enrollment of low-income, English learner, and foster youth unduplicated student groups. School personnel are required to evaluate LCAP data points related to these populations to ensure plans focus on their needs. They work with School Site Councils to inform educational partners of goals and targets and revise plans accordingly. Each School Site Plan (SPSA) specifies how LCFF funding addresses identified needs and meets LCAP goals for unduplicated student groups. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.8).		
3.39	Above Base/ Assistant Principals	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action entails the addition of assistant principals to provide supplemental support beyond the identified staffing baseline, aimed at bolstering schools toward achieving high performance. Assistant principals serve as invaluable resources in augmenting school effectiveness, offering specialized assistance to principals and staff in administrative duties, fostering positive school cultures, and implementing strategies to elevate academic standards. Through this strategic investment, we reinforce our commitment to facilitating the success of our	$4,215,945.18	Yes

Action #	Title	Description	Total Funds	Contributing
		schools and empowering them to reach their full potential as centers of excellence in education (SP 3.5.8). LREBG Funds Partially Supporting this Action: $711,135.71 per year through the 2026-27 Metric: This action will be monitored through, the Student Panorama Survey, the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test.		
3.40	Teacher Substitutes/ Site Assigned	This action will not continue in the 2026-2027 school year.		
3.41	Supplemental Instructional Materials	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Materials that complement the core curriculum are carefully selected to enhance classroom instruction and support diverse learning needs. Whether through textbooks, workbooks, digital resources, manipulatives, or other educational tools, Supplemental Instructional Materials offer additional resources and activities to deepen unduplicated student groups' understanding of key concepts and reinforce learning objectives. By integrating these materials into lesson plans, teachers can provide differentiated instruction, address individual learning styles, and foster student engagement and mastery. This action reflects the district's dedication to ensuring equitable access to high-quality educational resources, thereby empowering unduplicated student groups to achieve academic success and reach their full potential. This action will be monitored through, the Student Panorama Survey, the Staff Panorama	$104,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.8).		
3.42	Professional Learning: English Language Development	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action provides targeted professional learning for teachers to enhance the delivery of high-quality designated and integrated English Language Development (ELD) instruction, with a focus on meeting the distinct needs of both newcomer students and Long-Term English Learners (LTELs). Teachers will receive training on scaffolding academic language, differentiating instruction, and implementing culturally responsive strategies aligned with the California ELD Standards. Support for newcomers will emphasize foundational language acquisition, social-emotional integration, and trauma-informed practices, while LTEL-focused training will address re-engagement, academic language development, and strategies to accelerate progress toward reclassification. This action supports improved outcomes for English learners and will be monitored using CA Dashboard indicators and local assessment data (SP 3.2.2).	$5,894.96	No
3.43	Professional Learning: De-escalation Strategies & Behavior Supports	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced	$67,251.25	No

Action #	Title	Description	Total Funds	Contributing
		teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action provides professional learning for educators and support staff focused on de-escalation strategies and proactive behavior supports to foster safe, inclusive, and emotionally responsive learning environments. Training will equip staff with practical tools to recognize early signs of escalation, implement preventative interventions, and respond effectively to challenging behaviors using trauma-informed, culturally responsive practices. Emphasis will be placed on reducing the need for exclusionary discipline and promoting positive relationships that support student well-being and academic engagement. This action will be monitored using CA Dashboard indicators and local assessment data (SP 3.2.1).		
3.44	Professional Learning: Inclusive Practices	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action provides ongoing professional learning to strengthen educators' understanding and implementation of high-impact inclusive instructional principles, evidence-based practices, and effective classroom strategies that support academic achievement for all students, including those with individualized learning needs in both general education and special education settings. Through collaborative learning, modeling, and reflection, educators will enhance their capacity to deliver rigorous and inclusive instruction that closes opportunity gaps and supports equitable outcomes. This action is directly aligned with the district's strategic goals for instructional excellence and continuous improvement (SP 3.2.14).	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.45	TK Teacher Release Day for Collaboration and Data Review	New Action 2026-2027 The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data by strengthening early learning instruction and aligning with state priorities related to pupil achievement and teacher collaboration. This action provides Transitional Kindergarten (TK) teachers with one dedicated release day to engage in structured collaboration, data analysis, and instructional planning. During this time, teachers will review student data, align instructional practices, and develop targeted strategies to support early literacy, numeracy, and social-emotional development. This collaborative time is intended to strengthen instructional coherence, support data-driven decision-making, and improve outcomes for early learners. This action will be measured through local and state assessment data and implementation metrics related to teacher collaboration and instructional planning (SP 3.2.14).	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Family/Community Alliances for Student Success: Create and grow family and community alliances focused strategically on their collaborative leadership role in supporting and promoting student success for all students, as defined by the Oxnard Student Profile. (SP 4.1) STUDENT PROFILE ALLIANCES (SP 4.2) FAMILY ENGAGEMENT & SUPPORT (SP 4.3) PARENT/FAMILY RESOURCES (SP 4.4) COMMUNITY PARTNERSHIPS & RELATIONSHIP BUILDING (SP 4.5) HIGHER EDUCATION (SP 4.6) FAMILY/COMMUNITY COMMUNICATIONS	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The Oxnard School District developed this goal to strengthen the shared responsibility between schools, families, and community partners in supporting student success as defined by the district's strategic plan. This goal reflects a commitment to cultivating collaborative leadership that places families and communities at the center of the educational experience, working together to support the academic, social-emotional, and personal development of every student.

The district has invested significantly in supportive infrastructure, including dedicated staff and established engagement practices, particularly with Latino and Emerging Multilingual Learner (EML) families. There is also a growing and intentional effort to include and elevate the leadership of African American, Mixteco, and Newcomer Families, ensuring that every family, regardless of background or language, is welcomed, supported, and empowered to engage meaningfully in their child’s education.

While family and community engagement has long been a district priority, it has not consistently focused on how these partnerships directly connect to the Oxnard Student Profile, the district’s vision for what students need to know, do, and be to thrive in today’s world. There is a powerful opportunity to more intentionally align family and community partnerships with this vision, positioning them as key contributors to improved student engagement, achievement, and equity. Central to this effort is the cultivation of family leadership, providing families with the tools, knowledge, and confidence they need not only to support their students today, but to continue advocating for their children’s success and well-being throughout their educational journey.

Additionally, the district recognizes the importance of deepening outreach to the broader community and cultivating authentic partnerships with local organizations, higher education institutions, and other key collaborators. These relationships expand the district’s capacity to

support students through real-world opportunities, academic enrichment, and culturally responsive resources that reflect the diversity and aspirations of the community.

The district also acknowledges that some sectors of the community remain underrepresented and underserved. To address this, it is working to build and sustain environments of trust and mutual respect, spaces where all families are recognized as valued partners, and their contributions are honored as essential to student success.

This goal underscores the belief that when families and communities are engaged as full partners in education, students are more connected, motivated, and equipped to succeed in every classroom, every school, every day.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage Reported Positively to the District Seeking Input (State Priority 3a)	Source: 2023-2024 Spring Panorama; Family Survey 86%	Source: 2024-2025 Spring Panorama; Family Survey 89%	Source: 2025-2026 Spring Panorama; Family Survey 91%	Source: 2026-2027 Spring Panorama; Family Survey 95%	Source: 2026-2027 Spring Panorama; Family Survey +5%
4.2	Percentage Reported Positively to the District Seeking Participation (State Priority 3b)	Source: 2023-2024 Spring Panorama; Family Survey 86%	Source: 2024-2025 Spring Panorama; Family Survey 94%	Source: 2025-2026 Spring Panorama; Family Survey 96%	Source: 2026-2027 Spring Panorama; Family Survey 95%	Source: 2026-2027 Spring Panorama; Family Survey +10%
4.3	Percentage Reported Positively to Family Engagement (State Priority 3)	Source: 2023-2024 Spring Panorama; Family Survey 83%	Source: 2024-2025 Spring Panorama; Family Survey N/A	Source: 2025-2026 Spring Panorama; Family Survey N/A	Source: 2025-2026 Spring Panorama; Family Survey 95%	Source: 2026-2027 Spring Panorama; Family Survey N/A
4.4	Percentage Reported Positively to Family Participation in Programs for Students with Disabilities (State Priority 3c)	Source: 2024-2025 Spring Panorama; Family Survey 91%	Source: 2024-2025 Spring Panorama; Family Survey 91%	Source: 2025-2026Spring Panorama; Family Survey 94%	Source: 2026-2027 Spring Panorama; Family Survey 95%	Source: 2026-2027 Spring Panorama; Family Survey +3

Goal Analysis [2025-26]

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

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

2025-2026- An analysis of how this goal was carried out in the previous year

Throughout the 2025–2026 school year, the district continued its efforts to strengthen family and community engagement through the implementation of Goal 4 actions aligned to the Family Engagement Framework. Families were provided with a range of opportunities to engage with schools, access resources, and participate in activities designed to support student success. The district maintained a strong foundation of outreach through the Family Resource Center, collaboration with the Enrollment Center, and the continuation of key events and services that promote inclusive and welcoming school environments.

Implementation during this year reflected both successes and necessary adjustments based on participation data, staff capacity, and evolving family needs. Several actions were successfully carried out and integrated into broader district systems. For example, Panorama Paper Surveys (Action 4.15) were implemented as part of the district's Panorama MOU and will continue within that structure, eliminating the need for a separate LCAP action moving forward.

At the same time, some actions were modified to better align with effective practices for engaging families. Action 4.10 (Special Education Parent/Family Supports) was partially implemented, as the district transitioned away from the Special Education Community Council model and instead offered a series of conferences and workshops led by the Director of Special Education. This shift allowed for more flexible and accessible opportunities for families to receive support and information.

Other actions were not implemented as originally planned due to identified challenges. Action 4.06 (Academic Parent Teacher Teams – APTTs) was not carried out due to a lack of teacher volunteers, underscoring the need to better align family engagement strategies with staff capacity and site-level readiness. Additionally, Action 4.05 (Family Workshops: Diversity, Equity, and Inclusion) experienced low participation and will not continue in its current form. Based on this feedback, the district will redesign this effort to focus on Higher Education, College, and Career Opportunities in the 2026–2027 school year to better reflect family interests and priorities.

The district also identified areas for strengthened implementation moving forward. Action 4.18, which includes early family literacy and numeracy workshops for incoming TK and Kindergarten families, was not funded during the current year and therefore was not fully implemented. Recognizing the importance of early engagement, this action will be expanded in 2026–2027 with dedicated funding to ensure full implementation and increased impact.

While challenges such as inconsistent participation in certain workshops and limited staffing capacity impacted full implementation of some actions, the district demonstrated responsiveness by adjusting strategies and refining its approach. Successes included the continued provision of accessible engagement opportunities, increased alignment of services within existing systems, and a commitment to using data to inform decision-making.

In the current Local Control and Accountability Plan (LCAP) cycle, actions within this goal remain interconnected and designed to be mutually reinforcing. This integrated structure continues to present challenges in isolating the impact of individual actions; however, the district is working toward more clearly defined implementation and effectiveness metrics in future planning cycles.

4.01 Coordination of Family Engagement and Parent Support Services
This action was implemented with a variety of family engagement opportunities, including DELAC, PAC, newcomer sessions, literacy workshops, ESL and technology classes, and multicultural events. While community-building events continued to show strong participation, attendance at academic-focused workshops remained lower than expected.

4.02 Equitable Access for Participation (Zoom/Hybrid Engagement)
This action was implemented with continued use of hybrid and virtual meeting formats, increasing access to district and site-based events. Interpretation services were consistently provided. While participation increased overall, some families, particularly newcomer families, experienced technology access barriers.

4.03 Family Resource Center
The Family Resource Center operated consistently, providing a high number of family supports, referrals, and services.

4.04 Enrollment Center
The Enrollment Center continued to function as a centralized access point for families, particularly supporting unduplicated student groups.

4.06 Parent/Teacher Teams (APTTs)
This action was not implemented during the 2025–2026 school year due to a lack of teacher participation and capacity at school sites.

4.07 Systems of Communication to Include Parent Voices
This action was implemented as planned through advisory groups, committees, and engagement structures that elevate parent voice.

4.08 Supporting Cultural Proficiency and Equitable Practices
This action was implemented through family workshops and activities focused on diversity, equity, and inclusion; however, participation in these workshops was lower than anticipated.

4.09 Transition to High School – Parent Engagement
This action was partially implemented through support from school counselors but did not achieve full implementation across all sites.

4.10 Special Education Family Supports
This action was modified during implementation. The Special Education Community Council was discontinued, and the district instead provided conferences and workshops for families led by the Special Education Department.

4.11 Parent Support Liaison (Outreach Consultants)
All sites continued to be supported by Outreach Consultants, providing family engagement, communication, and connection to resources.

4.12 Mixteco Interpreters and Liaisons
This action was implemented with ongoing support for Mixteco-speaking families through interpretation and outreach services.

4.13 Spanish Interpreters
Spanish interpretation services were consistently provided across meetings, events, and communications.

4.14 Interpreting Services (Other Languages)
Interpretation services for languages other than Spanish and Mixteco were provided through contracted services.

4.15 Panorama Surveys – Family Engagement and LCAP
This action was implemented through administration of family surveys with strong participation rates.

4.16 District Website Accessibility (Web Content Analyst)
This action was implemented through continued improvements to the district website platform, enhancing accessibility and communication.

4.18 Early Literacy and Numeracy Workshops for TK/K Families
This action was partially implemented during the 2025–2026 school year, with workshops provided in the summer for incoming TK and Kindergarten families.

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.

2025-2026

Most actions under Goal 4 continued to be implemented with overall alignment between budgeted expenditures and estimated actual expenditures, consistent with the prior year. As in the previous LCAP cycle, a few actions demonstrated material differences due to adjustments in implementation, participation rates, and evolving program needs.

Similar to last year, Action 4.01 – Coordination of Family Engagement and Parent Support Services showed some variance between budgeted and actual expenditures. While the district continued to offer a wide range of engagement opportunities, participation in academic-focused workshops remained lower than anticipated. As a result, not all allocated funds were fully expended. Building on prior year findings, the district will continue to refine outreach strategies and better align workshop topics to family interests to improve participation and resource utilization.

As in the prior cycle, differences were also observed in actions with implementation challenges. Action 4.06 – Parent/Teacher Teams (APTTs), which was only partially implemented last year, was not implemented during the current year due to continued limitations in teacher participation. This resulted in lower-than-expected expenditures and reduced delivery of planned services. This action will be discontinued in the 2026–2027 LCAP.

Action 4.08 (formerly 4.05) – Family Workshops focused on Diversity, Equity, and Inclusion continued to experience low participation, similar to trends observed in the previous year. Consequently, expenditures were lower than planned. In response, and building on prior year reflections, this action will be restructured in the upcoming LCAP to focus on Higher Education, College, and Career Opportunities.

In Action 4.10 – Special Education Family Supports, material differences in expenditures persisted due to a continued shift in implementation from the originally planned Special Education Community Council to alternative engagement strategies, including conferences and workshops. While services were provided, the variation in delivery model resulted in differences between planned and actual expenditures and percentages of improved services, consistent with adjustments noted in the prior year.

Action 4.15 – Panorama Surveys continued to be implemented with strong participation and alignment to district goals. However, as in the current year, these services are embedded within the district's Panorama Memorandum of Understanding (MOU), and therefore do not require separate LCAP expenditures moving forward.

Additionally, Action 4.18 – Early Literacy and Numeracy Workshops for TK/K Families showed differences between planned and actual expenditures, as implementation occurred on a limited basis through summer workshops. As a result, expenditures and the percentage of improved services were lower than planned. This action will be expanded in the 2026–2027 LCAP to support more consistent and comprehensive implementation.

Consistent with last year, several actions, including interpretation and translation services (Actions 4.12–4.14), Outreach Consultant support (Action 4.11), and core family engagement infrastructure such as the Family Resource Center (Action 4.03) and Enrollment Center (Action 4.04), continued to demonstrate alignment between budgeted and actual expenditures, with services delivered at expected levels.

Overall, as in the previous LCAP cycle, material differences were primarily driven by participation trends, staffing capacity, and intentional program adjustments. The district will continue to build on these insights to refine resource allocation, strengthen implementation, and ensure that expenditures are aligned with high-impact family engagement strategies.

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

2025-2026- A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal

Goal 4 actions were largely effective in advancing the district's goal of strengthening family and community engagement, with evidence of continued growth from the prior year. Through the implementation of inclusive, multilingual, and culturally responsive strategies, the district deepened its efforts to foster strong school-home partnerships and ensure families were welcomed, informed, and supported across all campuses.

Several actions continued to be implemented successfully and contributed meaningfully to progress. Action 4.01 – Coordination of Family Engagement and Parent Support Services again resulted in a broad range of activities, including DELAC, PAC, newcomer meetings, multicultural events, and workshops focused on ESL, technology, and family learning. Participation in community-building events remained strong, and Panorama survey data continued to reflect positive perceptions of safety, belonging, and inclusivity. While attendance at

academic-focused sessions continued to be an area for growth, the district has begun refining topics and outreach strategies to better align with family interests, demonstrating increased responsiveness compared to the prior year.

Action 4.03 – Family Resource Center continued to demonstrate strong effectiveness, maintaining high levels of family support, referrals, and coordination of services. The center remained a critical hub for connecting families to resources and worked in close alignment with the Enrollment Center (Action 4.04), which continued to provide equitable access and onboarding support for unduplicated student groups without significant changes in implementation.

Translation and interpretation services (Actions 4.12–4.14) remained highly effective and essential to the district's engagement strategy. Spanish, Mixteco, and other language supports ensured that families could meaningfully participate in meetings, conferences, and school events. These services continued to strengthen trust and accessibility, particularly for multilingual and historically underserved families.

The use of Panorama family surveys (Action 4.15) continued to be an effective tool for gathering feedback and informing decision-making. Participation remained strong, and the data continues to guide improvements at both the district and site levels. This action has now been institutionalized within the district's broader systems, reflecting its sustained value.

While many actions demonstrated strong effectiveness, some showed limited or emerging impact and required adjustment. Action 4.06 – Academic Parent/Teacher Teams (APTTs), which was partially implemented in the prior year, was not implemented during the current year due to limited teacher capacity. As a result, this action did not demonstrate effectiveness and will not continue in its current form. Similarly, Action 4.08 (formerly DEI-focused family workshops) showed limited effectiveness due to consistently low participation, indicating a need to better align engagement opportunities with family priorities. This action will be restructured moving forward.

Action 4.10 – Special Education Family Supports demonstrated emerging effectiveness. While the original structure was not sustained, the shift to conferences and workshops provided more flexible opportunities for families to engage. Initial feedback indicates these efforts were valuable, though continued expansion and refinement are needed to fully meet family needs.

Additionally, Action 4.18 – Early Literacy and Numeracy Workshops for TK and Kindergarten families showed emerging effectiveness. Workshops were successfully offered during the summer, providing an important foundation for early engagement; however, implementation was limited in scope. The district has identified this as a key area for growth and plans to expand these efforts to ensure broader and more consistent access.

Action 4.01 demonstrates emerging effectiveness, as evidenced by consistent participation in engagement events and lower turnout in academic workshops measured by Panorama surveys and family engagement data, with planned adjustments to outreach, incentives, and alignment to family interests in the 2026–2027 school year.

Action 4.02 demonstrates emerging effectiveness, as evidenced by increased participation through hybrid formats and identified access challenges measured by Panorama surveys and family engagement data, with plans to expand support for technology access in 2026–2027.

Action 4.03 demonstrated strong effectiveness, as evidenced by high utilization and service delivery measured by service tracking and family engagement data, with plans to strengthen data systems and feedback mechanisms in the upcoming year.

Action 4.04 demonstrated strong effectiveness, as evidenced by consistent implementation and equitable access to enrollment supports, with no substantive changes planned.

Action 4.06 did not demonstrate effectiveness, as evidenced by lack of implementation, and will be discontinued in the 2026–2027 LCAP.

Action 4.07 demonstrated strong effectiveness, as evidenced by continued family participation and input in district decision-making measured by Panorama surveys and engagement data, with no changes planned.

Action 4.08 demonstrates limited effectiveness, as evidenced by low participation rates measured by family engagement data, and will be modified in the 2026–2027 LCAP to focus on Higher Education, College, and Career Opportunities to better align with family interests.

Action 4.09 demonstrates emerging effectiveness, as evidenced by inconsistent implementation measured by family engagement data, with plans to strengthen coordination and integration in the 2026–2027 school year.

Action 4.10 demonstrates emerging effectiveness, as evidenced by successful workshops and increased flexibility in engagement opportunities measured by family feedback and participation data, with continued expansion planned.

Action 4.11 demonstrated strong effectiveness, as evidenced by consistent implementation and support across sites measured by Panorama surveys and engagement data, with plans to strengthen targeted outreach and data tracking systems.

Action 4.12 demonstrated strong effectiveness, as evidenced by increased access and strengthened relationships with families measured by engagement data, with plans to improve tracking of services and family feedback.

Action 4.13 demonstrated strong effectiveness, as evidenced by equitable access for Spanish-speaking families measured by engagement data, with continued implementation.

Action 4.14 demonstrated strong effectiveness, as evidenced by fulfillment of service requests and equitable access to communication, with continued implementation.

Action 4.15 demonstrated strong effectiveness, as evidenced by increased participation and useful feedback data; however, this action will not continue as a stand-alone LCAP action in 2026–2027, as it is embedded within the district’s Panorama MOU.

Action 4.16 demonstrates emerging effectiveness, as evidenced by improved usability and ongoing development needs measured by family feedback, with continued refinement planned.

Action 4.18 demonstrates emerging effectiveness, as evidenced by initial family participation in summer workshops and an identified need for expanded access.

Overall, Goal 4 actions demonstrate continued progress and growth in strengthening family engagement systems across the district. Areas of lower effectiveness have provided valuable insight into the importance of aligning strategies with family interests and ensuring staff capacity for implementation. The district will continue to build on successful practices while refining or redesigning actions to ensure stronger impact and more meaningful engagement for all families.

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.

2025-2026- 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

Following the implementation of Goal 4 during the 2025–2026 school year, the district reflected on areas of success and opportunities for refinement in the pursuit of deeper family and community engagement. While the overall goal statement, metrics, and target outcomes will remain unchanged, the district will make targeted adjustments to strengthen participation, accessibility, and alignment with family and student needs.

Most actions from the 2025–2026 LCAP will roll over into the 2026–2027 LCAP, reflecting the district's ongoing commitment to building inclusive, culturally responsive, and equitable family engagement systems. These actions continue to provide a strong foundation for fostering meaningful partnerships with families across the district.

A key area of refinement involves Action 4.06 – Academic Parent/Teacher Teams (APTTs), which was not implemented during the current year due to limited teacher participation and site-level capacity. Based on this reflection, the district will discontinue this action in the 2026–2027 LCAP and prioritize more sustainable and widely accessible engagement strategies.

Similarly, Action 4.10 – Special Education Family Supports will continue to be strengthened in 2026–2027. While families benefited from conferences and workshops offered during the year, the district moved away from the Special Education Community Council model to provide more flexible and accessible engagement opportunities. Moving forward, the district will expand these offerings and continue to refine supports based on family feedback.

In Action 4.01 – Coordination of Family Engagement and Parent Support Services, strong participation in community-building events continued, while attendance at academic-focused workshops remained lower than desired. Based on this reflection, the district will enhance communication strategies, expand outreach efforts, and better align workshop topics to family interests and needs.

The Family Resource Center (Action 4.03) will continue to play a central role, and in the coming year, the district will strengthen systems for tracking services, referrals, and family feedback to improve coordination and responsiveness.

These refinements reflect a thoughtful, data-informed approach to continuous improvement. As the district continues to prioritize equity and access in family engagement, most current actions will be sustained, while select actions will be modified or discontinued to ensure greater impact.

To better align with family interests and district priorities, the district will replace Action 4.05 – Family Workshops: Diversity, Equity, and Inclusion with a new Action 4.20 – Higher Education/College and Career Opportunities in the 2026–2027 LCAP. This action will support Strategic Plan Goal 4.5 by establishing partnerships with local professionals, colleges, and universities and increasing family awareness of college readiness, application processes, and financial aid.

Additionally, the district will include Action 4.19 – Indian Education Service Plan, which formalizes services provided through the Ventura County Indian Consortium to support the academic, language, and cultural needs of eligible Native American and Alaska Native students. This action replaces the previous 4.19 designation and ensures alignment with federal program requirements. The district further added action 4.20-Higher Education/College and Career Opportunities to support a college going culture in alignment with the district's student profile.

Finally, the district will expand Action 4.18 – Early Literacy and Numeracy Workshops for TK and Kindergarten families. Building on initial summer implementation, this action will be strengthened to provide more consistent and comprehensive early learning support for families.

These changes reflect the district’s commitment to refining strategies based on implementation data, discontinuing actions that are not yielding desired outcomes, and introducing new actions that better support meaningful and equitable family engagement

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	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework, Family and Community Engagement committees, DELAC, Parent Education and Support	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To mitigate this, the district aims to enhance parent capacity, empowerment, and advocacy, thereby positively impacting student academic and social-emotional development. Recognizing the crucial role of parental involvement in academic success, this initiative seeks to strengthen collaboration with various parent and community groups, including the District English Learner Advisory Committee, Parent	$309,566.23	Yes

Action #	Title	Description	Total Funds	Contributing
		Advisory Committee, Parent-Teacher Association, African American Steering Committee & African American Parent Group, Asian American Pacific Islander Group, School Site Councils, Mixteco Steering Committee, Mixteco parent group, and a District Family and Community Engagement Committee. These proactive measures are pivotal in fostering increased student performance on state and local assessments. This action ensures a holistic approach to academic achievement, with the ultimate goal of enhancing student outcomes and success. This action will be measured through the Family Panorama Survey (SP 4.2.1).		
4.2	Equitable Access for Participation (Zoom)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To mitigate this and enhance the engagement of families of unduplicated student groups, the district will provide accessibility to Zoom, a video conferencing platform, to improve communication. Through Zoom, the district will offer webinars and support instructional activities, fostering a stronger connection between parents, students, and educators. This increased engagement is crucial for academic achievement, as it allows for more effective communication and collaboration between all community partners involved in a student's education. Additionally, by providing access to instructional support and resources through Zoom, the district ensures students from unduplicated student groups receive the necessary assistance to improve their academic performance. This action facilitates access for families who are unable to physically attend school sites or leave work for meetings, thus removing barriers to parental involvement and promoting a supportive learning environment conducive to academic success This action will be measured through the Family Panorama Survey (SP 4.2.2).	$33,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Family Resource Center	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action involves the establishment of a dedicated space within the Oxnard School District community aimed at providing comprehensive support and resources to families. This center serves as a hub for families to access a wide range of services, programs, and information designed to meet the diverse needs of unduplicated student groups and enhance their overall well-being. By providing a central location for families to seek support and connect with resources, the Family Resource Center promotes a sense of belonging, empowerment, and resilience within the community. Through this action, the district demonstrates its commitment to fostering strong partnerships between schools and families, promoting equity and access to resources, and supporting the holistic development of unduplicated student groups and their families. This action will be measured through the Family Panorama Survey (SP 4.2.2).	$58,894.13	Yes
4.4	Enrollment Center	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district's Enrollment Center serves as a	$963,387.25	Yes

Action #	Title	Description	Total Funds	Contributing
		centralized location for families to register and enroll students across all 21 school sites, streamlining the process and ensuring consistency. This centralized hub offers essential services, including student registration, initial language assessments, program placement options, and transfer requests. By providing these services in one location, the Enrollment Center ensures that unduplicated student groups receive timely and accurate assessments, leading to appropriate program placements that cater to their specific needs. The initial language assessment is particularly crucial for identifying English learners and placing them in suitable language support programs, which are vital for their academic success. The enrollment center's comprehensive services support the academic achievement of unduplicated student groups by facilitating access to the right educational resources and support from the outset, thereby promoting a smoother transition into the school system and setting a strong foundation for future learning. This action will be measured through the Family Panorama Survey (SP 4.2.2).		
4.5	Family Workshops: Diversity, Equity, and Inclusion	Discontinued- The Family Workshops: Diversity, Equity, and Inclusion action will not be included in the 2026–2027 LCAP in its current form due to low participation and limited impact. This work has been restructured into a new action focused on Higher Education/College and Career Opportunities to better align with family interests and increase engagement.		
4.6	Parent/Teacher Teams	Discontinued- The Parent/Teacher Teams (APTTs) action will not be included in the 2026–2027 LCAP, as it was not implemented due to limited teacher participation and site-level capacity. The district will prioritize alternative family engagement strategies that are more feasible and sustainable across all school sites.		
4.7	Systems of Communication to Include the Voices of our Different Parent Groups in the Design	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
	of Learning Experiences for Unduplicated Student Groups and Families	directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By disseminating accurate information through various channels such as videos, district webpages, and social media platforms, the district ensures that everyone stays informed about important projects, initiatives, and updates related to the student profile. This level of transparency not only promotes accountability but also empowers stakeholders to actively participate in the district's strategic planning and decision-making processes. Furthermore, offering communication in multiple languages, including Mixteco and ASL when needed, demonstrates a commitment to inclusivity and accessibility, ensuring that all members of the community can engage with the information effectively. Ultimately, effective communication fosters a sense of community, strengthens relationships, and contributes to the overall success and well-being of unduplicated student groups. This action will be measured through the Family Panorama Survey (SP 4.2.4).		
4.8	Supporting Cultural Proficiency and Focus on Equitable Practices	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action holds significant importance as it focuses on building the capacity of teachers and leaders in cultural proficiency and effective school-family engagement. By providing professional development opportunities such as webinars, workshops, and literature reviews/book studies, the district empowers staff to better understand and address the needs of unduplicated student groups. Enhancing cultural proficiency and promoting strong school-family	$5,900.00	No

Action #	Title	Description	Total Funds	Contributing
		partnerships are essential for creating inclusive learning environments where all unduplicated student groups can thrive academically and socially. Therefore, investing in professional development in these areas is crucial for improving student outcomes and fostering a supportive and inclusive school community. This action will be measured through the Family Panorama Survey (SP 4.2.5).		
4.9	Transition to High School- Parent Workshops	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To assist families in supporting their unduplicated student groups' transition to high school, the district provides student and family workshops on 'Going to High School and Beyond.' ORCs and counselors will conduct workshops for families in grades 5 and up to review what they need to consider before their transition to high school. This action includes preparing unduplicated student groups and families with information and support regarding A-G opportunities and requirements in high school. Recognizing the crucial role of parental involvement in academic success, these workshops not only provide essential information but also empower parents to actively support their children's academic journey. By equipping families with the knowledge and resources needed to navigate the transition to high school, this action contributes to improved academic outcomes for unduplicated student groups, fostering a path toward academic achievement and success. This action will be measured through the Family Panorama Survey (SP 4.3.3).	$2,500.00	Yes
4.10	Special Education: Parent/Family Supports	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, family and community engagement, and mental health services, while benefiting all students within the district. This action encompasses a multifaceted approach aimed at providing comprehensive assistance and resources to parents of unduplicated student groups receiving special education services within the district. Central to this effort is the establishment of the "Special Education Community Council," a monthly gathering comprising a selected committee representing diverse stakeholders within the community. This council serves as a platform for open dialogue, collaboration, and partnership between families, educators, and other relevant educational partners. In addition to the Community Council, the district offers targeted "Parent/Family Training" tailored to specific groups within the special education community, addressing the unique needs and challenges faced by parents of unduplicated student groups with various disabilities, including Autism, Emotional Disturbance (ED), and those utilizing Augmentative and Alternative Communication (AAC) systems. By providing specialized training, the district aims to empower parents with knowledge, skills, and resources to effectively support their children's academic, social, and emotional development. This action will be measured through the Family Panorama Survey (SP 4.3.3).		
4.11	Parent Support Liaison	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Parent Support Liaison focuses on	$110,680.75	Yes

Action #	Title	Description	Total Funds	Contributing
		providing support, guidance, and resources to families to help them navigate various aspects of their children's education. Acting as a bridge, the Parent Support Liaison facilitates communication, fosters positive relationships, and addresses concerns or questions that parents may have regarding school policies, programs, or services. Additionally, the liaison collaborates with school staff to organize workshops, informational sessions, and other events aimed at empowering parents to become more actively involved in their children's academic journey. Through this action, the district aims to strengthen partnerships between schools and families, promote parental engagement, and ultimately enhance student success and well-being. This action will be measured through the Family Panorama Survey (SP 4.3.3).		
4.12	Translators/ Interpreters: Mixteco	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action aims to address the linguistic and cultural diversity within the Oxnard School District community, particularly among families who speak Mixteco as their primary language. These translators/interpreters play a critical role in facilitating communication and understanding between school staff, unduplicated student groups, and families who may face language barriers. By providing translation and interpretation services, the district ensures that vital information regarding school programs, policies, and student progress is effectively conveyed to Mixteco-speaking families. This action is crucial for academic achievement, as it ensures that all families, regardless of their linguistic backgrounds, have equal access to important educational information and resources. This action supports the district's broader goal of promoting inclusivity, equity, and access, thereby fostering a community partnership conducive	$189,918.07	Yes

Action #	Title	Description	Total Funds	Contributing
		to academic achievement. This action will be measured through the Family Panorama Survey (SP 4.4.1).		
4.13	Translators/ Interpreters: Spanish	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action aims to address the linguistic and cultural diversity within the Oxnard School District community, particularly among families who speak Spanish as their primary language. These translators/interpreters play a critical role in facilitating communication and understanding between school staff and families who may face language barriers. By providing translation and interpretation services, the district will ensure that vital information regarding school programs, policies, and student progress is effectively conveyed to Spanish-speaking families. This action supports the district's efforts to promote inclusivity, equity, and access to education for all unduplicated student groups and families, regardless of their linguistic backgrounds, fostering a supportive and welcoming environment that values and respects the diverse cultural and linguistic identities of its community members, thereby fostering a community partnership conducive to academic achievement. This action will be measured through the Family Panorama Survey (SP 4.4.1).	$771,140.51	Yes
4.14	Contract for Interpreting Services	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action recognizes the importance of effective communication between school staff, unduplicated student groups, and families who may speak languages other than English. By contracting with qualified interpreters, the district aims to ensure clear and accurate communication in various contexts, including parent-teacher conferences, school events, and meetings. These interpreting services will enable non-English-speaking families to fully engage with the educational process, understand important information, and actively participate in their children's education. Additionally, by providing access to professional interpreters, the district reinforces its commitment to equity, inclusivity, and cultural responsiveness, thus fostering a supportive and welcoming environment for all members of the school community, thereby fostering a community partnership conducive to academic achievement. This action will be measured through the Family Panorama Survey (SP 4.4.1).		
4.15	Panorama Surveys	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Utilizing the Panorama platform, this action seeks to assess and enhance family engagement practices while also gathering insights to inform the development and refinement of the Local Control and Accountability Plan (LCAP). Through the survey, families are provided with the opportunity to share their perspectives, experiences, and priorities regarding their child's education, as well as their engagement with the school community. By leveraging the Panorama platform, the district aims to streamline the survey administration process, maximize participation rates, and obtain actionable data to drive informed decision-	$500.00	No

Action #	Title	Description	Total Funds	Contributing
		making and strategic planning efforts. This action will be measured through the Family Panorama Survey (SP 4.6.1).		
4.16	Revamp and Maximize Accessibility to the District's Website (Web Content Analyst)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district has hired a webmaster tasked with supporting the updating of the Oxnard School District website and individual school sites. The Web Content Analyst possesses expertise in both technical aspects and content management to ensure accurate and timely updates. Additionally, they establish protocols to maintain consistency across all OSD pages and sites, thereby enhancing accessibility and user experience, and fostering a community partnership conducive to academic achievement for unduplicated student groups (SP 4.6.6). LREBG Funds Supporting this Action: $149,757.52 per year through the 2026-27 Metric: This action will be measured through the Family Panorama Survey.	$149,757.52	No
4.17	Board Room	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities,	$24,000.00	No

Action #	Title	Description	Total Funds	Contributing
		support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action involves maintaining the infrastructure of the district's board room as a proactive measure to enhance transparency and foster open communication between the district and the community it serves. By engaging and informing the community, it strengthens family engagement, positively impacting the academic achievement of unduplicated student groups. This action will be measured through the Family Panorama Survey (SP 4.6.6).		
4.18	Home Learning Resources for Student Success	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. This action ensures that families are equipped with a diverse range of educational materials and resources designed to support student learning and achievement outside of the classroom. Materials will be accessible, culturally and linguistically appropriate, and aligned with grade-level standards to help families reinforce key concepts at home. Resources may include literacy and math tools, project-based learning guides, digital learning supports, and tips for fostering positive learning routines. By empowering families as active partners in education, this action promotes stronger home-school connections and contributes to improved academic outcomes for all students. This action will be measured through the Family Panorama Survey (SP 4.3.2).	$32,515.63	No
4.19	Indian Education Service Plan	New Action 2026-2027 The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. This action ensures that eligible Native American and Alaska Native students and their families receive comprehensive academic,	$7,046.12	No

Action #	Title	Description	Total Funds	Contributing
		language, and culturally responsive supports that promote student success and strengthen cultural identity. Through the Ventura County Indian Consortium, Ventura Unified School District, as the Local Education Agency, provides coordinated services, resources, and programs designed to meet the unique needs of these students while fostering meaningful family engagement and community connection. This action will be measured through the Family Panorama Survey (SP 4.3.2).		
4.20	Higher Education/College and Career Opportunities	New Action 2026-2027 The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. This action supports Strategic Plan Goal 4.5 by establishing partnerships with local professionals, colleges, and universities to expand students’ awareness of career pathways and increase families’ knowledge of college resources, application processes, and financial aid opportunities. Through these efforts, the district aims to strengthen college and career readiness while enhancing meaningful family engagement. This action will be measured through the Family Panorama Survey (SP 4.5).	$36,387.51	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Transformational Leadership and Infrastructure: Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education. (SP 5.1) STRATEGIC PLAN IMPLEMENTATION (SP 5.2) DISTRICTWIDE COHERENCE (SP 5.3) ACCOUNTABILITY & PROGRESS MONITORING (SP 5.4) HUMAN CAPITAL (SP 5.5) COMMUNICATIONS (SP 5.6) FINANCE & TECHNOLOGY INFRASTRUCTURE	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Oxnard School District developed this goal to build a unified and sustainable infrastructure that fosters a leadership culture capable of effectively implementing the district's Strategic Plan across the entire organization. While strong practices and innovative efforts are evident throughout schools, departments, and classrooms, many of these successes have functioned in isolation. This presents a clear opportunity to build on what's working and expand it systemwide, empowering leadership at all levels to drive greater coherence and achieve more consistent outcomes for all students.

This goal is also foundational to ensuring that the basic conditions for learning are met and sustained across all schools. A coherent and responsive infrastructure enables the district to guarantee that every student has access to essential elements such as safe and inclusive learning environments, well-maintained facilities, effective instructional materials, qualified staff, and up-to-date technology. These core conditions are necessary for academic achievement, student engagement, and overall well-being. By aligning systems and leadership around this foundational work, the district can better ensure that every school is equipped to support meaningful learning and realize the vision outlined in both the Strategic Plan and the Oxnard Student Profile.

In support of this, creating districtwide coherence has become a central priority. The district recognizes the need for a well-organized system that connects the work of schools, divisions, and departments to a common vision. That vision is grounded in the Oxnard Student Profile, which articulates what students should know, do, and become in order to succeed in an ever-changing world. Staff across the district must

clearly understand how their daily work contributes to this vision. When strategies, practices, and resources are aligned to a shared purpose, the system becomes more efficient, equitable, and capable of achieving long-term, sustainable success.

Creating the foundational conditions for learning is central to this goal. A coherent infrastructure ensures that every school has access to the essential elements that support student success—safe and inclusive environments, well-maintained facilities, effective instructional materials, high-quality teaching, and access to technology. By strengthening leadership systems, resource alignment, and internal coherence, the district is better positioned to guarantee that these basic conditions are met consistently across all sites. This work lays the groundwork for deeper learning, meaningful engagement, and equitable outcomes for every student, every day.

As a TK–8 district, Oxnard must also plan with the understanding that students continue their educational journeys well beyond eighth grade. The transition to high school, and to systems outside the district's direct control—limits Oxnard's ability to ensure continuity. This reality highlights the importance of building strong partnerships with local high schools and other educational institutions, so students experience a seamless progression of support and opportunity.

Achieving transformational change relies heavily on human capital. The district's ability to meet its strategic goals depends on the expertise, commitment, and leadership capacity of its people. Recruiting, developing, and retaining highly qualified, diverse staff is essential to driving consistent improvement across all schools and departments. Equipping educators, site leaders, and support staff with high-quality professional development, growth opportunities, and clear pathways for leadership fosters a culture of excellence and innovation. Investing in human capital is not a separate initiative, it is essential as it drives every aspect of systemic improvement.

To advance this work, the implementation of the Strategic Plan must be purposeful and measurable. The district is prioritizing clear, aligned action at all levels to ensure that initiatives are directly tied to districtwide goals and focused on student-centered outcomes. Strengthening internal coherence, through common frameworks, language, and expectations, is central to building the kind of consistency that drives systemic improvement.

Alongside implementation, robust systems for accountability and progress monitoring are equally important. These systems enable staff to evaluate efforts based not only on compliance, but on impact, using data to inform decisions, adjust course, and continuously improve.

Supporting all of this is a strong communications infrastructure that fosters alignment and transparency. Staff and the district's educational partners rely on clear, timely, and consistent messaging to stay informed, collaborate effectively, and remain connected to the district's overarching mission.

These efforts are made possible through modern, responsive finance and technology systems. Equitable resource distribution, streamlined operations, and innovative digital tools provide the foundation needed to support high-quality instruction and sustain progress over time.

Overall, this goal reflects the district's belief that lasting transformation depends on intentional coordination, shared accountability, and aligned leadership. With guidance from the Oxnard Stakeholder Design Team, composed of representatives from across the system, the district will develop actions aligned to each of the five strategic goals. These efforts will ensure every student is supported, every educator is empowered, and every part of the organization is working together to realize the district's vision for educational equity and excellence.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of Properly Credentialed Teachers (State Priority 1A)	Source: 2022-23 DataQuest – Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Clear: 88.5% Out-of-Field: 1.0% Intern: 1.1% Ineffective: 4.0% Incomplete: 4.1% Unknown: 1.3%	Source: 2023-24 DataQuest – Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Clear: 92.4% Out-of-Field: 3.3% Intern: .9% Ineffective: 3.4% Incomplete: 0% Unknown: 0%	Source: 2024-25 DataQuest – Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Clear: 88% Out-of-Field: 2.5% Intern: 1.1% Ineffective: 1% Incomplete: 0% Unknown: 0%	Source: 2025-26 DataQuest – Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Clear: 100% Out-of-Field: 0% Intern: 0% Ineffective: 0% Incomplete: 0% Unknown: 0%	Source: DataQuest – Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Clear: -.5% Out-of-Field: +1.5% Intern: -1.1% Ineffective: -4.0% Incomplete: -4.1% Unknown: -1.3%
5.2	Student Access to Standards-aligned Instructional Materials Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home (State Priority 1B)	2022-23 CA Dashboard Local Indicators 0%	2023-24 CA Dashboard Local Indicators 0%	2024-25 CA Dashboard Local Indicators 0%	2025-2026 CA Dashboard Local Indicators 0%	CA Dashboard Local Indicators Remained at 0%
5.3	Facilities in Good Repair–Facilities Inspection Tool Instances where facilities do not meet the “Good Repair” standard	Source: 2022-23 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2023-24 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2024-25 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2025-2026 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: CA Dashboard Local Indicators Deficiencies and Extreme

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 1C)					Deficiencies: Remained at 0%

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.

2025-2026- An analysis of how this goal was carried out in the previous year

Throughout the 2025–2026 school year, the district continued to build on the strong foundation established in the prior year in advancing Goal 5, which focuses on strengthening systems, structures, and leadership capacity to support student success. Actions under this goal were largely implemented with fidelity and remained aligned with budget expectations and strategic priorities. These efforts further reinforced a cohesive and well-supported infrastructure for instruction, operations, and student services.

Key successes included the continued implementation of strategic plan initiatives, districtwide professional learning, and structured collaboration opportunities for educators. Teachers and administrators again participated in role-alike collaboratives and content-specific planning sessions, strengthening instructional coherence and shared ownership of district goals. Districtwide professional development days and the ongoing use of banked minutes for Professional Learning Communities (PLCs) remained effective in supporting alignment of planning and instructional practices across sites.

The district sustained its investment in leadership development and staff onboarding. New Teacher Institutes and administrative onboarding continued to be well received, with increased attention to ongoing support beyond initial entry. Onboarding sessions for classified staff were again offered, and participation improved compared to the prior year. While some variability in attendance remains, this progress reflects stronger communication and outreach efforts, with continued refinement planned to further increase engagement and consistency.

Student and family services remained a critical area of strength. Investments in counseling, mental health supports, health services, campus supervision, and outreach roles were fully implemented and continued to support students' academic, social-emotional, and health-related needs. Communication systems across internal platforms and public-facing tools were consistently maintained, ensuring timely and accessible information for families and staff.

The district also continued its focus on recruitment and retention, building on prior year progress. Efforts to address staffing shortages remained effective, with improved vacancy rates, earlier hiring timelines, and reduced reliance on outside agencies. Paraeducators across instructional programs continued to play a vital role in supporting student learning and increasing classroom capacity.

While overall implementation was strong, some challenges persisted. Participation in certain professional learning opportunities varied across sites and roles, and continued attention is needed to ensure consistent engagement. These challenges have informed adjustments for the upcoming year to strengthen implementation and impact.
In the current Local Control and Accountability Plan (LCAP) cycle, actions within this goal remain interconnected and mutually supportive. As in the previous year, this integrated design can make it difficult to isolate the impact of individual actions; therefore, effectiveness continues to be measured through broader metrics aligned to the overall goal.

Future planning will continue to focus on refining the organization of actions within the goal to include more specific and measurable indicators for both implementation and effectiveness.

Overall, Goal 5 actions demonstrate sustained progress and clear growth from the prior year, further strengthening the district's systems, leadership capacity, and operational effectiveness. The district remains committed to continuous improvement and will build on this momentum to ensure that all systems, people, and processes work collaboratively to support equitable student outcomes.

5.01 Oxnard Empowers – Implementation of Strategic Plan
This action continued to be implemented and remained aligned with districtwide goals, supporting coherence and long-term planning under the EMPOWERS framework.

5.02 Board of Education
Support for governance and district policy continued as planned, with a focus on advancing priorities for unduplicated student groups.

5.03 Resources: Superintendent
Resources for the Superintendent's office continued to support district operations and strategic alignment.

5.04 Professional Learning: Three District Days
All teachers participated in three professional development days aligned to instructional priorities and district goals.

5.05 Districtwide Banking of Minutes
Teachers continued to utilize banked minutes for collaboration and planning.

5.06 New Teacher Institute
New teachers participated in onboarding sessions with high attendance.

5.07 Institute for New Administrators
New administrators participated in onboarding and networking sessions.

5.08 Professional Collaboratives
Role-alike and content-based collaboratives continued to meet regularly.

5.09 Collaboration: Mathematics

Mathematics collaboration continued to support vertical alignment and standards-based instruction.

5.10 Collaboration: TK and Kindergarten
Early learning educators continued collaborative efforts to support foundational instruction.

5.11 Collaboration: Biliteracy
Biliteracy collaboration continued with a focus on instructional consistency and resource development.

5.12 Collaboration: Middle School
Middle school collaboration structures remained in place.

5.13 Collaboration: Implementation of State Standards and Frameworks
Teachers continued aligning instruction to California State Standards and frameworks.

5.14 Employee Onboarding (Classified)
Monthly onboarding sessions for classified staff were implemented consistently, with improved participation compared to the prior year.

5.15 Educational Services: Management and Support Staff
Leaders participated in professional development aligned to their roles.

5.16 Manager of Equity, Family, and Community Engagement
This position continued to support equity initiatives and family engagement efforts.

5.17 Director of Pupil Services
Oversight of student support systems continued as planned.

5.18 Counselors
Counselors continued to provide SEL, academic advising, and student supports districtwide.

5.19 District Family and Community Liaison
District-level family engagement support continued to support outreach efforts.

5.20 Outreach Specialists
Outreach Specialists continued to support site-level engagement and family connections.

5.21 Mental Health Clinician
Mental health services continued to be provided.

5.22 Healthy Start Social Workers
Social workers continued to support students and families through referrals and partnerships aligned to the district’s tiered support system.

5.23 Health Assistants and/or LVNs
Health services were provided across sites.

5.24 Campus Assistants/Supervisors
Campus supervision and safety supports continued to be implemented.

5.25 Recruitment, Selection, and Retention of Human Capital
The district continued recruitment and retention efforts, with improved staffing stability compared to the prior year.

5.26 Recruitment: Classified Positions
Efforts to fill classified positions continued.

5.27 Transitional Kindergarten Paraeducators
TK paraeducators continued to support early learning classrooms.

5.28 Kindergarten Paraeducators
Kindergarten paraeducators continued to support classroom instruction.

5.29 General Education Paraeducators
General education paraeducators continued to support instruction and interventions.

5.30 Opportunity Program Paraeducators
Paraeducators continued to support students in the Opportunity Program.

5.31 District Nurses
District nurses continued to provide health services and ensure compliance.

5.32 Communication Platforms
Communication systems continued to support internal and external messaging.

5.33 Internal Communication Systems
Internal communication tools were maintained.

5.34 Communications from Central Office
Central office communications were maintained.

5.35 Curriculum Council
The Curriculum Council continued to guide instructional decisions.

5.36 Middle School Grading and Policies
The Middle School Task Force continued refining grading practices and promotion criteria.

5.37 Required Accountability Templates
All required reporting was completed and submitted.

5.38 Practi-Cal Medical Billing
Medical billing processes continued.

5.39 Student Technology Access and Annual Refresh
Technology access was maintained through device refresh and distribution.

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.

2025-2026

Most actions under Goal 5 continued to be implemented as planned, with estimated actual expenditures generally aligning with budgeted amounts. These actions supported the district's efforts to strengthen operational systems, instructional alignment, staffing, and leadership development. As in the prior year, material differences between projected and actual expenditures were primarily driven by staffing patterns, implementation timing, and participation levels.

A material difference was identified in Action 5.36 – Middle School Grading and Policies, as budgeted expenditures and planned percentages of improved services were based on convening a Middle School Task Force and engaging stakeholders throughout the year. Due to other areas of targeted focus and competing district priorities, the task force did not convene during the 2025–2026 school year; therefore, no expenditures were incurred and the planned services were not implemented. This action will roll over into the 2026–2027 school year to support the implementation of the newly added period within the comprehensive middle school day, with plans to reconvene a stakeholder group and align expenditures and services to the revised scope of work.

Variances in expenditures were most often associated with staffing-related actions. Differences in hiring timelines, position vacancies, and onboarding needs resulted in minor fluctuations between budgeted and actual expenditures. In some cases, positions were filled later than anticipated or at different salary placements, while in others, efficiencies in hiring reduced overall costs. When applicable, unspent funds were reallocated within the goal to support continuity of services and overall implementation.

Actions related to paraeducator support (Actions 5.27 through 5.30) were implemented during the year, with minor expenditure differences consistent with typical staffing variations. Services were delivered to support instructional programs across grade levels and specialized settings, and the percentage of improved services remained generally aligned with expectations.

Action 5.14 – Classified Employee Onboarding was implemented during the year, with some variation between projected and actual expenditures related to participation in onboarding sessions. The district will continue to refine onboarding structures to support more consistent participation.

Professional development and collaboration-related actions, including district professional learning days, Professional Learning Communities (PLCs), and role-alike collaboratives, also reflected some variation in expenditures due to differences in participation across sites, grade levels, and staff roles. These differences did not significantly impact overall service delivery.

Across other actions, including leadership development, student services, and communication systems, expenditures remained generally consistent with budgeted amounts, and the planned scope of services was delivered.

Overall, Goal 5 actions were implemented with general alignment between planned and actual expenditures. The district will continue to refine projections and monitor expenditures to ensure alignment with planned services while maintaining effective support for students, staff, and families.

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

2025-2026- A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal

Goal 5 actions continued to demonstrate effectiveness in making progress toward strengthening systems, structures, and leadership capacity across the district, building on the foundation established in the 2024–2025 school year. The district sustained implementation of key actions that support operational coherence, instructional alignment, and comprehensive student services, resulting in continued progress toward the goal.

Actions focused on professional learning and collaboration (Actions 5.04–5.13) remained effective in supporting instructional alignment across sites. District professional development days, Professional Learning Communities (PLCs), and role-alike collaboratives continued to provide structured opportunities for educators to engage in shared planning and learning. While participation varied across sites and roles, these actions continued to support alignment to district priorities and state standards, reflecting continuity from the prior year with ongoing refinement.

Leadership development and onboarding actions (Actions 5.06, 5.07, and 5.14) continued to support staff transitions and capacity building. New teacher and administrator onboarding maintained consistent implementation and positive engagement. Classified onboarding showed improvement compared to the prior year, indicating progress in participation and communication efforts, though some variability remains. These actions contributed to more consistent onboarding systems while highlighting the need for continued refinement.

Staffing and human capital actions (Actions 5.25 and 5.26) continued to demonstrate effectiveness, with improved vacancy rates and more stable staffing compared to the prior year. These improvements supported continuity of instruction and services across sites. Paraeducator support actions (Actions 5.27–5.30) also continued to contribute to instructional capacity by providing consistent support across grade levels and specialized programs.

Student and family service actions (Actions 5.17–5.24) remained effective in supporting student well-being and access to services. Counseling, mental health, health services, and outreach roles were implemented as planned and continued to support students' academic and social-emotional needs, reflecting sustained impact from the prior year.
Communication and operational systems (Actions 5.32–5.34, 5.37–5.39) continued to support coordination across departments and with families. These actions maintained consistent communication and compliance processes, contributing to overall system effectiveness and continuity.

Action 5.01 demonstrated effectiveness, as evidenced by continued implementation aligned to local and state operational and implementation metrics, with no substantive changes.

Action 5.02 demonstrated effectiveness, as evidenced by consistent governance implementation and policy actions measured by local operational compliance metrics.

Action 5.03 demonstrated effectiveness, as evidenced by operational coherence and leadership support measured by local operational metrics.

Action 5.04 demonstrated effectiveness, as evidenced by full participation and alignment of instructional practices measured by local and state assessments.

Action 5.05 demonstrated effectiveness, as evidenced by continued PLC structures and instructional alignment measured by local and state assessments.

Action 5.06 demonstrated effectiveness, as evidenced by onboarding participation and retention data measured by HR metrics, with minor refinements based on feedback.

Action 5.07 demonstrated effectiveness, as evidenced by leadership readiness and feedback measured by local leadership development metrics.

Action 5.08 demonstrated effectiveness, as evidenced by collaboration and instructional alignment measured by local and state assessments.

Action 5.09 demonstrated effectiveness, as evidenced by instructional alignment measured by local and state assessments.

Action 5.10 demonstrated effectiveness, as evidenced by alignment in early literacy and numeracy practices.

Action 5.11 demonstrated effectiveness, as evidenced by program alignment measured by local and state assessments.

Action 5.12 demonstrated effectiveness, as evidenced by instructional planning and coordination.

Action 5.13 demonstrated effectiveness, as evidenced by instructional alignment and implementation.

Action 5.14 demonstrates emerging effectiveness, as evidenced by increased attendance measured by HR participation data, with continued refinement planned.

Action 5.15 demonstrated effectiveness, as evidenced by leadership development and alignment to district priorities.

Action 5.16 demonstrated effectiveness, as evidenced by impact on equity-related work measured by Panorama survey results and local metrics.

Action 5.17 demonstrated effectiveness, as evidenced by program alignment and student support systems.

Action 5.18 demonstrated effectiveness, as evidenced by student support services measured by local and state data.

Action 5.19 demonstrated effectiveness, as evidenced by family engagement and communication measured by Panorama surveys and participation data.

Action 5.20 demonstrated effectiveness, as evidenced by home-school connections measured by engagement data.

Action 5.21 demonstrated effectiveness, as evidenced by access to mental health supports measured by local metrics.

Action 5.22 demonstrated effectiveness, as evidenced by coordinated supports.

Action 5.23 demonstrated effectiveness, as evidenced by compliance and service delivery measured by local operational metrics.

Action 5.24 demonstrated effectiveness, as evidenced by school safety and climate outcomes.

Action 5.25 demonstrated effectiveness, as evidenced by improved vacancy rates and reduced reliance on outside agencies measured by HR data.

Action 5.26 demonstrated effectiveness, as evidenced by reduced vacancies and staffing levels measured by HR metrics.

Action 5.27 demonstrated effectiveness, as evidenced by instructional support.

Action 5.28 demonstrated effectiveness, as evidenced by consistent implementation.

Action 5.29 demonstrated effectiveness, as evidenced by classroom support.

Action 5.30 demonstrated effectiveness, as evidenced by access to supports.

Action 5.31 demonstrated effectiveness, as evidenced by service delivery.

Action 5.32 demonstrated effectiveness, as evidenced by communication access.

Action 5.33 demonstrated effectiveness, as evidenced by coordination across departments.

Action 5.34 demonstrated effectiveness, as evidenced by timely communication.

Action 5.35 demonstrated effectiveness, as evidenced by curricular alignment.

Action 5.36 demonstrates emerging effectiveness, as evidenced by ongoing implementation and stakeholder input.

Action 5.37 demonstrated effectiveness, as evidenced by compliance with reporting requirements.

Action 5.38 demonstrated effectiveness, as evidenced by compliance and reimbursement processes.

Action 5.39 demonstrated effectiveness, as evidenced by continued student access to devices.

Overall, Goal 5 actions demonstrate sustained effectiveness and continued growth from the prior year. The district has maintained strong implementation of core systems while making incremental improvements in participation and alignment. Areas for continued focus include increasing consistency in engagement across professional learning and onboarding efforts and completing the implementation of ongoing initiatives. The district will continue to build on this progress to strengthen systems, leadership capacity, and support for equitable 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.

2025-2026- 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

Following a comprehensive review of Goal 5 implementation during the 2025–2026 school year, the district identified continued strengths and areas for refinement in building the systems, structures, and leadership capacity necessary to support instructional coherence, staff development, and student wellness. While the goal statement, metrics, and target outcomes will remain unchanged, the district will make targeted adjustments to strengthen alignment, participation, and overall effectiveness.

Most actions from the 2025–2026 LCAP will roll over into the 2026–2027 LCAP, maintaining the district’s strong commitment to ensuring that operational systems, professional learning structures, and leadership initiatives continue to support equitable student outcomes.

One area of continued refinement involves Action 5.14 – Classified Employee Onboarding, which in prior years showed variability in participation. Building on these reflections, the district will continue to refine onboarding structures to improve consistency and engagement, with a focus on ensuring that new employees receive timely and relevant support as they transition into their roles.

Similarly, Action 5.07 – Institute for New Administrators will continue to be reviewed for expansion. As identified in the prior year, the district will explore opportunities to extend support beyond initial onboarding, strengthening leadership development and alignment with district priorities.

Action 5.36 – Middle School Grading and Policies was not implemented during the 2025–2026 school year due to other targeted priorities. As a result, this action will continue into the 2026–2027 LCAP. The district will reconvene a stakeholder group to support the implementation of the newly added period within the comprehensive middle school day and continue efforts to refine grading practices and promotion criteria.

The district will also continue to review paraeducator assignments (Actions 5.27–5.30) to ensure they remain responsive to evolving student and program needs across grade levels and instructional settings. Adjustments will focus on maintaining alignment with instructional priorities and student supports.

In the area of staff recruitment and retention (Actions 5.25–5.26), the district will continue to build on prior efforts to support staffing stability and effective onboarding, maintaining a focus on systems that support employee retention and integration.

Informed by ongoing reflections and site-level input, the district will continue implementation of Action 5.40 – Staff to Provide General Education Behavior Support. This action remains aligned to identified needs for additional support in maintaining safe and structured learning environments and will continue to strengthen school-based systems.

These refinements reflect a continued, data-informed approach to improvement. As the district sustains implementation of core actions, adjustments will focus on strengthening participation, alignment, and overall effectiveness to ensure that Goal 5 continues to support coherent systems and equitable student outcomes.

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
5.1	Oxnard Empowers - Implementation of Strategic Plan	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities,	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The aim of this initiative is to implement the district's vision-focused and action-oriented strategic plan. This plan articulates a compelling vision for the future we envision for our district and community, clearly outlining how we will engage all Oxnard School District's unduplicated student groups in high-level learning opportunities that prepare them for success in a global 21st-century environment. This action supports the academic achievement of unduplicated student groups by implementing a strategic plan that provides equitable resources and high-level learning opportunities, preparing them for success in a global 21st-century environment. This action will be monitored through the CA Dashboard Metrics (SP 5.1.1).		
5.2	Board of Education	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the critical role of the Board of Education in shaping the direction and policies of the district, this action is designed to provide board members with opportunities for ongoing learning and skill enhancement. The professional learning activities for the Board of Education encompass a diverse range of topics relevant to their responsibilities and governance roles, including legal and ethical responsibilities, effective governance practices, educational policy and leadership, fiscal management and accountability, and equity, diversity, and inclusion. By engaging in continuous professional learning, Board of Education members are better equipped to fulfill their governance duties effectively, make informed decisions, and advocate for the needs of unduplicated student groups, staff, and the community. Ultimately, this action contributes to the overall effectiveness and success of the Oxnard	$151,099.44	No

Action #	Title	Description	Total Funds	Contributing
		School District in achieving its educational goals and priorities. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).		
5.3	Resources: Superintendent	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Acknowledging the pivotal role the Superintendent plays in steering the district towards its goals and cultivating a culture of excellence, this action is designed to provide ongoing learning and skill enhancement opportunities. Encompassing a broad spectrum of topics crucial to leadership responsibilities. The professional learning activities for the Superintendent include educational leadership and vision, strategic planning and implementation, instructional leadership, organizational management and governance, and equity, diversity, and inclusion. By engaging in continuous professional learning, the Superintendent is empowered to lead with foresight, integrity, and efficacy, driving positive change and sustainable improvement within the Oxnard School District. Ultimately, this initiative is pivotal in advancing the district's educational mission and meeting the diverse needs of its unduplicated student groups, staff, and community. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).	$542,672.76	Yes
5.4	Professional Learning: Three District Days	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced	$1,750,316.50	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing that interventions alone are insufficient, the district emphasizes the pivotal role of best-first instruction in improving outcomes for unduplicated student groups. To this end, the district will allocate three additional professional development days to staff. These days will focus on social and emotional programs and strategies, mathematics, literacy, lesson design, evidence-based instructional strategies, and district programs aligned with instruction. The intent of the district is to enhance services for unduplicated student groups by fostering teaching and learning centered on rigorous grade-level standards. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).		
5.5	District Wide Banking of Minutes	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district firmly believes that prioritizing high-quality initial instruction will have the most significant impact on improving outcomes for unduplicated student groups. To achieve this goal, the district will implement Banking of Minutes districtwide. This entails 'banking' additional instructional minutes during the instructional week to create a common planning time for staff. Students will be dismissed one hour earlier on Wednesdays while maintaining the required instructional minutes mandated by the State of California. During this dedicated hour, staff will engage in focused collaborative instructional planning. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).	$1,470,243.75	Yes

Action #	Title	Description	Total Funds	Contributing
5.6	New Teacher Institute	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The New Teacher Institute offers essential information and resources to teachers new to the district, supporting them both in instruction and as employees. Specialized training is provided to Special Education and Biliteracy Teachers. The district will offer full days of training before the start of the school year and additional full days and after-school sessions for follow-up throughout the school year. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).	$16,500.00	Yes
5.7	Institute for New Administrators	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The implementation of the New Administrators Institute directly responds to this imperative. By providing new administrators with comprehensive information and resources, this initiative ensures that they are equipped to lead effectively and make informed decisions that positively impact student learning outcomes. Specialized training tailored to their roles, including sessions before the academic year begins and ongoing support throughout, not only supports administrators' professional growth but also fosters an environment conducive to	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic success for all students. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).		
5.8	Professional Collaboratives	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district will establish a task force composed of practitioners to collaboratively assess and review the current district programs and practices, ensuring alignment with standards-based instruction, assessment, curriculum, and professional development. These efforts will reflect the best practices and pedagogical principles outlined in the district's strategic plan. The ultimate goal is to support the development of OSD's Student Profile alongside the achievement of unduplicated student groups, mastery of standards, and college and career readiness as defined in OSD EMPOWERS. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2). This action encompasses several initiatives under Goal 5 in the LCAP that promote staff collaboration in designing opportunities for students to demonstrate the Student Profile. The funding associated with Action 5.8 is integrated into and supports the implementation of these related initiatives.	$19,307.75	No
5.9	Collaboration Opportunities: Mathematics	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced	$12,230.79	No

Action #	Title	Description	Total Funds	Contributing
		teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action focuses on promoting collaboration among educators within the Mathematics domain, leveraging the practice of Thinking Classrooms. Through collaborative planning and discussion, teachers will enhance mathematics instruction and student learning outcomes. They'll share best practices, explore new instructional strategies, and collectively problem-solve challenges. The Thinking Classrooms Framework emphasizes student-centered learning, critical thinking, and problem-solving skills development. By fostering collaboration and leveraging the Thinking Classrooms framework, this action aims to empower educators to create enriching mathematics learning experiences that inspire curiosity, creativity, and a deep understanding among unduplicated student groups. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).		
5.10	Collaboration Opportunities: Transitional Kindergarten & Kindergarten Teachers	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Collaborative planning empowers teachers to address individual student needs more effectively, providing targeted support and differentiation to accommodate diverse learning styles and abilities. Additionally, fostering strong relationships between teachers benefits unduplicated student groups by instilling a sense of continuity and belonging, facilitating their transition into the next phase of their education. Ultimately, collaboration between teachers enriches the overall educational experience for unduplicated student groups, positioning them for academic and social success. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).	$26,837.03	No

Action #	Title	Description	Total Funds	Contributing
5.11	Collaboration Opportunities: Biliteracy	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The focus of this action is to provide teachers with opportunities to function as a Professional Learning Community. Guided and supported by a Teacher on Special Assignment, the goal is to refine lesson design based on biliteracy units and grounded in the district's adopted biliteracy framework, embodying best practices and high-leverage strategies. Through this collaboration, teachers receive tailored guidance and support to effectively implement research-based approaches that foster bilingualism, biliteracy, and cultural competency among unduplicated student groups, aligning with our district's mission and vision outlined in the strategic plan. This action underscores our commitment to equity, excellence, and inclusivity, ensuring that all unduplicated student groups thrive in a multicultural and multilingual learning environment. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).	$20,345.77	Yes
5.12	Collaboration Opportunities: Middle School	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Middle school collaboration provides an	$6,114.43	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunity for teachers who teach the same content to come together, share best practices, and plan instruction based on the California frameworks and standards. Following a Professional Learning Community (PLC) model, this collaborative effort allows practitioners to learn from each other and work together toward the common goal of providing unduplicated student groups with effective instruction. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).		
5.13	Collaboration Opportunites: Supporing the Implementation of State Standards and Frameworks	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Through collaboration among practitioners, the district aims to ensure alignment of curriculum, instruction, and assessment with state-mandated standards. This action reinforces the district's commitment to providing unduplicated student groups with a rigorous and equitable learning experience that prepares them for success in college, career, and beyond, as outlined in the district's strategic plan and reflected in the district's student profile. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).	$6,114.49	No
5.14	Employee Onboarding	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		community engagement, and mental health services, while benefiting all students within the district. This action aims to ensure that new hires to the district receive comprehensive guidance on district policies and procedures, fostering a supportive and cohesive work environment. By equipping staff with clear expectations and resources, the district aims to enhance its effectiveness in supporting student success. This commitment to structured onboarding will ultimately strengthen the district's ability to meet the diverse needs of unduplicated student groups, contributing significantly to their academic growth and achievement. This action will be monitored through the CA Dashboard Metrics (SP 5.4.4).		
5.15	Educational Services: Management and Support Staff	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To advance the objectives and aspirations of the District, it is imperative to strengthen the Educational Services Department with proficient Central Office Staff. These professionals will collaborate closely with school leaders, teachers, and stakeholders to ensure alignment with district goals and standards. Their expertise will not only support current initiatives but also pave the way for innovative approaches to teaching and learning. Enhancing the Educational Services Department with skilled Central Office Staff is crucial for providing the necessary support and expertise to foster innovative teaching approaches, thereby improving the academic performance of unduplicated student groups. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).	$2,619,502.47	Yes

Action #	Title	Description	Total Funds	Contributing
5.16	Manager of Equity, Family and Community	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Manager of Equity and Community works diligently to implement the EL Master Plan, ensuring that policies and practices are aligned with the goal of providing equitable education opportunities. By actively engaging families, the Manager helps to build trust and create a supportive network that encourages parental involvement in their children's education. Moreover, the Manager collaborates with community organizations to provide resources and services that aid in the academic and socio-emotional development of students. Additionally, the Manager works with various parent groups, providing them with educational opportunities and creating spaces to express their voices and opportunities for their cultures and languages to be celebrated. Through these multifaceted efforts, the Manager of Equity and Community helps to create an inclusive environment where English language learners and other unduplicated student groups can thrive, ultimately leading to improved academic outcomes and closing achievement gaps. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).	$220,057.91	Yes
5.17	Director of Pupil Services	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and	$263,352.06	Yes

Action #	Title	Description	Total Funds	Contributing
		community engagement, and mental health services, while benefiting all students within the district. This administrative role encompasses a range of responsibilities aimed at promoting the holistic well-being and academic success of all unduplicated student groups. The Director oversees various pupil service programs, including counseling, health services, attendance, and student support initiatives. They work collaboratively with school administrators, educators, and community partners to develop and implement policies, programs, and interventions that address the diverse needs of unduplicated student groups. By providing leadership, guidance, and resources, the Director of Pupil Services ensures that unduplicated student groups receive equitable access to educational opportunities and support services. This action underscores the district's commitment to fostering a nurturing and inclusive learning environment where every student has the opportunity to thrive academically, socially, and emotionally. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).		
5.18	Counselors	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action reflects a commitment to holistic student support and well-being. Counselors play a multifaceted role in the educational ecosystem, providing essential guidance and assistance to unduplicated student groups across various domains of their lives. From academic counseling to social-emotional support, these professionals offer personalized assistance to address the diverse needs of unduplicated student groups, fostering a nurturing and inclusive learning environment. By addressing the socio-emotional needs of students, counselors contribute to a positive school climate, which has been shown to correlate with increased academic achievement. Thus, this action not only supports	$5,164,312.44	Yes

Action #	Title	Description	Total Funds	Contributing
		student well-being but also contributes to improved academic outcomes, ultimately fostering a thriving educational community. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).		
5.19	District Family and Community Liaison	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district employs a District Family and Community Liaison to support families of students most at risk. The Community Liaison is based in the Family Resource Center, which operates during the workday and provides support to families. One aspect of their role is to ensure that students identified as homeless or foster youth receive additional support and services. Moreover, the Family Resource Center offers parents opportunities to participate in professional learning across various areas, thereby enhancing their ability to support their children academically. By providing support and resources to families, this action helps create a more conducive learning environment for unduplicated student groups, ultimately contributing to improved academic success. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).	$124,549.97	Yes
5.20	Outreach Specialists	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities,	$2,115,666.66	Yes

Action #	Title	Description	Total Funds	Contributing
		support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Every school within the district benefits from the presence of an Outreach Specialist who collaborates closely with the Manager of Equity and Community Engagement and the Community Liaison. This vital role serves as a bridge between the school and the wider community, ensuring that families and stakeholders receive tailored support and resources. The Outreach Specialist works proactively to address the unique needs of each school community, facilitating communication, engagement, and collaboration between families, educators, and community partners. By fostering strong relationships and leveraging community resources, the outreach consultant enhances the school's ability to meet the diverse needs of its unduplicated student groups and families effectively, thereby contributing to improved academic achievement across the district. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).		
5.21	Mental Health Clinician	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The implementation of a district Therapeutic Counselor is a proactive step in addressing the intensive emotional and mental health needs of students. This licensed Marriage and Family Therapist (LMFT) offers specialized counseling services tailored to support students with complex emotional challenges. Working in collaboration with school staff and families, the Therapeutic Counselor provides targeted interventions and support to help students navigate and overcome obstacles that may impact their academic and personal well-being. This action not only supports students in accessing the resources they need but also fosters a nurturing and supportive school environment conducive to	$1,204,167.30	No

Action #	Title	Description	Total Funds	Contributing
		academic success and personal growth. This action will be monitored through the CA Dashboard Metrics (5.4.1).		
5.22	Healthy Start Social Workers	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district collaborates with the County to deploy social workers at four school sites, offering vital support to unduplicated student groups and families. These social workers engage in collaborative efforts with administrators, counselors, ORCs, and Family Liaisons, providing comprehensive assistance to families within their home school and surrounding schools. This action is crucial for the academic achievement of unduplicated student groups, as it provides vital support and comprehensive assistance to families, addressing resource inequities. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).	$678,472.00	Yes
5.23	Health Assistants and/or Health Care Technicians (LVNs)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The deployment of health assistants (LVNs) is particularly beneficial for low-income students, students experiencing	$975,546.24	Yes

Action #	Title	Description	Total Funds	Contributing
		homelessness, and foster youth who often lack resources and may miss school due to health and welfare factors. These skilled professionals, Licensed Vocational Nurses (LVNs), play a critical role in providing essential health care services to students across various school settings. Working collaboratively with school nurses and other healthcare providers, the health assistants and health technicians (LVNs) deliver a wide range of health services, including basic medical care, medication administration, first aid, and health education. Their presence ensures a prompt and efficient response to student health needs, thereby contributing to a safe and supportive learning environment for all students. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).		
5.24	Campus Assistants/Supervisors	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Campus assistants or supervisors play a vital role in ensuring the safety and well-being of students during crucial times of the school day, such as lunch, recess, and before/after school. Their presence helps maintain order and prevent potential conflicts or accidents in areas where students gather in large numbers, such as the playground or cafeteria. By actively supervising these areas, campus assistants can intervene quickly if any issues arise, ensuring a swift resolution and minimizing disruptions to the learning environment. Overall, the role of campus assistants is crucial in promoting a safe, supportive, and nurturing school environment where unduplicated student groups can thrive both academically and emotionally. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).	$3,926,172.71	Yes

Action #	Title	Description	Total Funds	Contributing
5.25	Recruitment, Selection and Retention of Human Capital	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Oxnard School District is confident in its ability to fulfill its mission of providing a culturally diverse education in a safe, healthy, and supportive environment, preparing unduplicated student groups for college and career opportunities. This objective is pursued through several key actions. Firstly, the district focuses on recruiting and retaining exceptional individuals who contribute to the educational community. Secondly, strategic efforts are implemented in the areas of recruitment, selection, retention, and operations to ensure efficiency and effectiveness in human resource management. Finally, the district maintains labor relations with three associations, fostering collaboration and cooperation to support the district's goals and objectives. The Oxnard School District's focus on recruiting and retaining exceptional staff, along with strategic human resource management and strong labor relations, is crucial for the academic achievement of unduplicated student groups by ensuring a culturally diverse, safe, and supportive educational environment that prepares them for college and career opportunities, This action will be monitored through the CA Dashboard Metrics (SP 5.4.2).	$248,820.30	Yes
5.26	Recruitment: Classified Positions	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and	$104,850.02	Yes

Action #	Title	Description	Total Funds	Contributing
		community engagement, and mental health services, while benefiting all students within the district. The district recognizes the critical role that classified staff play in supporting the overall functioning and success of our schools. With this understanding, the district is committed to recruiting highly qualified and dedicated individuals to fill classified positions across various departments and roles within the district. Through targeted recruitment efforts, including job fairs, advertising, and partnerships with community organizations, the district actively seeks out candidates who possess the skills, experience, and commitment to meet the diverse needs of the district's school community. This action will be monitored through the CA Dashboard Metrics (SP 5.4.2).		
5.27	Transitional Kindergarten Paraeducators	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Assigning paraeducators to TK classrooms is essential to meet the state-required adult-to-child ratios. By adhering to these ratios, the district ensures that each child receives adequate supervision, support, and attention from qualified adults, which is crucial for their overall development. Additionally, meeting these ratios allows for the implementation of developmentally appropriate practices and individualized instruction, tailored to the unique needs of each child. Assigning appropriate numbers of paraeducators to TK classrooms not only fulfills regulatory requirements but also prioritizes the optimal learning and growth of young learners in the district. Assigning paraeducators to TK classrooms is essential for the academic achievement of unduplicated student groups, as it ensures compliance with state-required adult-to-child ratios, providing necessary supervision, support, and individualized instruction that addresses the unique needs of each child and promotes their overall	$1,400,181.32	Yes

Action #	Title	Description	Total Funds	Contributing
		development. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).		
5.28	Kindergarten Paraeducators	LREBG Action The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Paraeducators play a crucial support role in kindergarten classrooms, providing invaluable assistance to teachers and enhancing the overall learning experience for unduplicated student groups. Their responsibilities encompass a wide range of tasks aimed at promoting student success and creating a positive classroom environment. They may assist unduplicated student groups with completing assignments, practicing literacy and numeracy skills, and engaging in educational activities. Furthermore, paraeducators collaborate closely with teachers to implement instructional strategies, adapt materials to meet student needs, and collect data on student progress. By serving as trusted allies and support systems in kindergarten classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7). Metrics being use to monitor the action: Metric 5.1 LREBG Funds Supporting this Action: $438281.47 per year through the 2026-27	$1,918,662.72	Yes

Action #	Title	Description	Total Funds	Contributing
5.29	General Education Paraeducators	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The action entails general education paraeducators supporting students with 504 plans when required. Paraeducators, trained to provide assistance in various educational settings, play a crucial role in ensuring that unduplicated student groups with diverse needs receive appropriate support within the general education environment. By serving as trusted allies and support systems in general education classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).	$416,880.26	Yes
5.30	Opportunity Program Paraeducators	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Paraeducators, trained to provide assistance in various educational settings, play a crucial role in ensuring that unduplicated student groups with diverse needs receive appropriate support within the education environment. By serving as trusted allies and support systems in opportunity program classrooms, paraeducators contribute significantly to the overall success and well-being of	$59,345.74	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated student groups, helping them thrive academically and socially. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).		
5.31	District Nurses	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As an integral part of the district's infrastructure, the district employs district-based school nurses who provide essential support to schools as needed. These trained professionals play a crucial role in promoting health, safety, and equitable access to care throughout our district. They address a variety of health needs, ranging from minor ailments to chronic conditions, ensuring that every student receives appropriate care to facilitate academic success. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).	$1,095,047.32	Yes
5.32	Communication Platforms	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district aims to enhance communication channels with parents through various means, including the district's website, email, text, and phone calls with the goal of improving parental	$298,810.00	Yes

Action #	Title	Description	Total Funds	Contributing
		engagement. By improving communication, the district creates a supportive partnership between schools and families, which ultimately has a positive impact on academic achievement. This action will be monitored through the CA Dashboard Metrics (SP 5.5.1).		
5.33	Internal Communication Systems	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Improving academic outcomes necessitates cohesive collaboration across all areas of the organization, with every member playing a vital role. Achieving a cohesive and efficient organization hinges on effective communication. Through effective communication, the district can establish and enhance relationships, and articulate its shared purpose in enhancing services for unduplicated student groups and the community, ultimately leading to improved academic, social, and emotional achievement for unduplicated student groups. This action includes hiring a communications lead and it will be monitored through the CA Dashboard Metrics (SP 5.5.2).	$5,000.00	Yes
5.34	Communications from Central Office	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all	$183,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students within the district. Improving academic outcomes necessitates cohesive collaboration across all areas of the organization, with every member playing a vital role. Achieving a cohesive and efficient organization hinges on effective communication. Through effective communication, the district can establish and enhance relationships, and articulate its shared purpose in enhancing services for unduplicated student groups and the community, ultimately leading to improved academic, social, and emotional achievement for unduplicated student groups. This action includes hiring a communications lead and it will be monitored through the CA Dashboard Metrics (SP 5.5.2).		
5.35	Curriculum Council	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Curriculum Council functions as an advisory group of educators who provide valuable insights and recommendations on curriculum-related matters within the district. This group, composed of administrators, teachers, and curriculum specialists, offers expertise and guidance to inform decision-making processes regarding curriculum development, implementation, and assessment. Through collaborative discussions and deliberations, the council evaluates curriculum materials, instructional resources, and teaching methodologies to ensure alignment with educational standards and objectives. The Curriculum Council's role as an advisory group is crucial for the academic achievement of unduplicated student groups, as it provides expert insights and recommendations on curriculum development, implementation, and assessment, ensuring that instructional resources and teaching methodologies align with educational standards and effectively address the needs of the district's diverse student population. This action will be monitored through the CA Dashboard Metrics (SP 5.5.10).	$3,611.13	No

Action #	Title	Description	Total Funds	Contributing
5.36	Refine Middle School Systems	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action focuses on developing and refining the structures, systems, and policies necessary to ensure that Oxnard School District middle schools are well-positioned to support the California State Priorities. Through a collaborative, cross-role task force and partnerships with external organizations such as California Education Partners, the district is reviewing current grading practices, promotion criteria, schedules, and student support models. The goal is to create aligned, equitable, and developmentally appropriate systems that improve academic success, engagement, and readiness for high college and career. By aligning grading policies, promotion criteria, and support structures across the district, this action promotes coherence and reduces variability in student experience and outcomes. This systemic approach is essential to ensuring that English learners, foster youth, and low-income students have equitable access to rigorous instruction, clear expectations, and the academic and social-emotional supports needed to thrive in middle school and beyond. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).	$28,000.00	No
5.37	Required Accountability Templates	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Templates for required documents, including translations, such as the Local Control and Accountability Plan (LCAP), Single Plan for Student Achievement (SPSA), Comprehensive Support and Improvement Plan (CSSP), and School Accountability Report Card (SARC), will be maintained. By providing translated versions of essential documents, the district promotes equitable access to information for all families, including those whose primary language may not be English. Maintaining translated templates for these documents not only fosters transparency and accountability but also empowers families to play a more informed and active role in their children's educational journey, ultimately contributing to improved student achievement (SP 5.3).		
5.38	Practi-Cal Medical Billing	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Practi-Cal provides the district support with Medi-Cal billing. Employees providing direct services to students enter Medi-Cal billing reports which are sent to Practi-Cal for review. Costs are recovered through this program. This action will be monitored through the CA Dashboard Metrics (SP 5.6.2).	$332,940.00	No
5.39	Student Technology Access and Annual Refresh	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action	$7,100,468.59	Yes

Action #	Title	Description	Total Funds	Contributing
		directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district will integrate technology teaching and learning across the curriculum, empowering every student in grades TK-8 with essential technological competencies to thrive in the modern world. Additionally, the district will uphold its commitment to equity by maintaining a dedicated department at the district level to oversee the implementation of the 1:1 device program in all TK-8th grade classrooms. The Technology Services Technicians will serve as invaluable resources, providing educational technology support to unduplicated student groups, staff, and families across all 21 school sites. This action ensures equitable access to essential technological competencies, fostering innovation, collaboration, and empowerment among all students in grades TK-8, thereby preparing them to thrive in the modern world. This action will be monitored through the CA Dashboard Metrics (SP 5.6.4).		
5.40	Staff to Provide General Education Behavior Support	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. This action provides targeted behavioral and social-emotional learning (SEL) support through trained behaviorists and paraeducators who work alongside classroom teachers and support staff to address the diverse needs of students. Behaviorists and Paraeducators will assist in implementing positive behavior interventions, reinforcing SEL competencies, and creating supportive learning environments that promote student well-being, self-regulation, and positive peer interactions. By providing consistent, proactive support during both instructional and non-instructional times, this action helps reduce behavioral disruptions, improve student engagement, and foster a safe, inclusive school climate. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).	$25,000.00	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
$57,522,706	$7,468,534

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
41.018%	0.000%	$0.00	41.018%

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
1.5	**Action:** Implementation and Expansion of Biliteracy **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing	The development and refinement of coherent TK-8 multilingual pathways are crucial to the academic achievement of Emergent Multilingual Learners (EMLs). By implementing a structured biliteracy program, the district ensures that EMLs receive systematic and sustained instruction in both their native language and English. This approach not only supports language development but also enhances cognitive skills, cultural awareness, and self-esteem. Research shows that strong bilingual education programs can lead to improved	State Metrics and Assessments English Language Proficiency State Assessment Reclassification Rates

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
	resource inequities while benefiting all students within the district. **Scope:** LEA-wide	academic performance, higher graduation rates, and better long-term educational outcomes for multilingual students.	
1.8	**Action:** Learning Management System **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	The district's Learning Management System (LMS) serves as a versatile platform to facilitate online learning and manage educational resources across all grade levels. It enables educators to create interactive lessons, share materials, and effectively communicate with unduplicated student groups and parents. The LMS allows educators to organize curriculum materials for various subjects and grade levels, deliver engaging content, assess student progress, and provide timely feedback. Additionally, the LMS provides parents with access to monitor student performance. This action will be monitored through state metrics and assessments.	State Metrics and Assessments
1.9	**Action:** Data Management Systems	This action allows for the continuous monitoring of student achievement and informs instructional practices. The district will continue to utilize data	State Metrics and Assessments

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: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	management systems including Illuminate and Ellevation to monitor and track interventions for English language learners/Emergent Multilingual Learners and all unduplicated student groups to manage assessment data and create disaggregated reports. This action will accurately monitor student progress and inform instructional actions, including intervention and enrichment.	
1.10	**Action:** Portfolio Management System: Transitional Kindergarten **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This	This action provides TK educators access to tools that enable accurate documentation of student progress across various domains. Teachers will input observational data and evidence of student learning, facilitating ongoing assessment and personalized instruction tailored to benchmarks. Student portfolios facilitate efficient communication with parents, offering real-time updates on their child's developmental milestones and academic achievements. This action enhances the accuracy and effectiveness of assessments, promotes data-driven decision-making, and supports holistic	This action enhances the accuracy and effectiveness of assessments, promotes data-driven decision-making, and supports holistic development among TK unduplicated student groups district-wide. Progress will be tracked through state metrics and assessments.

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
	action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	development among TK unduplicated student groups district-wide.	
1.12	**Action:** Alignment of State Standards and Local Assessments **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Ensuring the alignment of state standards and local assessments is vital for supporting unduplicated student groups, which include English learners, low-income students, and foster youth. This alignment guarantees that the curriculum taught in classrooms reflects state standards, providing a consistent and equitable framework for student learning and achievement. When local assessments accurately measure mastery of these standards, educators gain valuable insights into the progress of these students and can identify specific areas needing support. This allows for targeted interventions and data-driven instruction tailored to meet the unique needs of unduplicated student groups. By holding all students to the same rigorous academic expectations, the district promotes equity and works to close achievement gaps.	State Metrics and Assessments
1.13	**Action:** Vertical and Horizonal Planning and Communiction	Creating authentic vertical and horizontal planning and communication from PreK-12 is essential for supporting the learning expectations of	State Metrics and Assessments

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: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	unduplicated student groups, including English learners, low-income students, and foster youth. Effective communication among educators at all levels ensures that instructional practices are aligned and that there is a shared understanding of academic expectations. This holistic approach not only fosters a supportive and inclusive learning environment but also enhances the ability of educators to provide targeted interventions and support. Ultimately, authentic vertical and horizontal planning and communication are crucial for ensuring that unduplicated student groups receive a high-quality, equitable education that enables them to meet or exceed academic standards at every stage of their educational journey.	
1.14	**Action:** Project Based Learning **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Project-based learning (PBL) is crucial for supporting unduplicated student groups by providing engaging, real-world learning experiences that promote critical thinking, collaboration, and problem-solving skills. PBL accommodates diverse learning styles, making education more accessible and meaningful for English learners, low-income students, and foster youth. It empowers students to take ownership of their learning and develop essential 21st-century skills. Integrating PBL into the curriculum ensures equitable opportunities for all students, supports academic achievement, and prepares them for future success, aligning with the district's commitment to closing achievement gaps and promoting educational excellence.	State Metrics and Assessments
1.15	**Action:** Interdisciplinary Units	Interdisciplinary units are essential for supporting the district's student profile. For unduplicated	State Metrics and Assessments

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: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	groups, interdisciplinary units offer opportunities to engage with content in meaningful ways, fostering critical thinking, creativity, and the ability to make connections across disciplines. This approach not only enhances academic achievement but also prepares students for future success by equipping them with the skills necessary to navigate a complex and interconnected world. By incorporating interdisciplinary units into the curriculum, the district ensures that all students receive a well-rounded education that addresses their unique needs and promotes equity in learning outcomes. Ultimately, this approach aligns with the district's commitment to providing high-quality, inclusive education for all students, regardless of their background or circumstances.	
1.16	**Action:** Universal Design for Learning **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Universal Design for Learning (UDL) plays a pivotal role in fostering academic achievement for unduplicated student groups within the district. This action ensures that instructional practices cater to the diverse needs and learning styles of all students. UDL promotes flexible and adaptable learning environments that remove barriers to learning, enabling every student to access the curriculum effectively. Through UDL strategies, educators can provide personalized support, offer multiple means of representation, engagement, and expression, and foster a culture of inclusivity and belonging. By prioritizing UDL in the educational framework, the district not only enhances academic outcomes but also nurtures the development of essential skills crucial for lifelong success.	State Metrics and Assessments
1.17	**Action:**	By integrating a holistic approach that encompasses recognizing and amplifying	State Metrics and Assessments

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
	Implementation of Essential Pedogogical Principles **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	strengths, affirming identities, fostering belonging, building relationships, encouraging high performance, embracing diversity, and making education relevant, educators create an environment where unduplicated students can excel. This comprehensive approach ensures that students receive the support, encouragement, and resources they need to thrive academically, regardless of the challenges they may face. It empowers students to recognize their potential, engage critically, and take ownership of their learning journey, ultimately leading to greater academic success and equitable opportunities for all.	
1.18	**Action:** Implementation of the CA Frameworks **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Focusing specifically on unduplicated student groups, the implementation of the California Frameworks becomes even more crucial for enhancing their academic achievement. These frameworks offer a standardized yet flexible approach to education, ensuring that all students, regardless of background or circumstance, have access to high-quality instruction and resources.	State Metrics and Assessments

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
1.19	**Action:** Professional Learning Communities **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	The framework of professional learning communities (PLCs) significantly supports the academic achievement of unduplicated student groups due to its collaborative nature and emphasis on data-driven decision-making. Within PLCs, educators collaborate to tailor instructional approaches and interventions to meet the diverse needs of all students, drawing upon a collective pool of expertise and experience. Additionally, PLCs foster a culture of continuous improvement among educators, leading to more impactful instruction and greater academic success for unduplicated student groups. PLCs serve as a catalyst for promoting student academic achievement by fostering collaboration, data-driven decision-making, and culturally responsive practices among educators, ultimately ensuring equitable opportunities for unduplicated students to succeed academically.	State Metrics and Assessments
1.20	**Action:** Developing Multilingualism **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By implementing initiatives to promote multilingualism, the Oxnard School District aims to create an inclusive and supportive environment where all students have the opportunity to develop multilingualism, thereby enhancing their academic success and promoting cultural understanding and diversity.	State Metrics and Assessments

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
1.21	**Action:** Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	The implementation of Oxnard's "MAS"/Emergent Multilingual Master Plan will significantly support academic achievement for Emergent Multilingual Learners (EMLs) or English Learners (ELs) through several key strategies. Aligned with the CA EL Roadmap and the district's strategic plan, the MAS plan ensures that EMLs receive high-quality, standards-based instruction tailored to their unique linguistic and academic needs. Emphasizing data-driven approaches, the plan fosters an inclusive and supportive learning environment. Specific programs and resources designed to enhance language acquisition and literacy skills, such as dual-language immersion and sheltered instruction, are integral components of the plan. Active collaboration with families and communities further supports EMLs' education, engaging parents and guardians through workshops, resources, and regular communication. The implementation of Oxnard's "MAS"/Emergent Multilingual Master Plan aims to close achievement gaps, promote equity, and ensure that all Emergent Multilingual Learners or English Learners achieve their full academic potential.	Reclassification Rates English Learner Proficiency/ELPAC
2.4	**Action:** Mathematics Intervention: Math Labs **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing	Math Labs provide targeted instruction and support to unduplicated student groups who require additional assistance to meet grade-level math standards. Math Labs incorporate ongoing progress monitoring and data analysis to inform instruction and track student growth over time. By integrating Math Labs into our Tier 2 intervention framework, we aim to accelerate student learning, close achievement gaps, and ensure that all unduplicated student groups have the foundational	CA Dashboard: Mathematics

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
	resource inequities while benefiting all students within the district. **Scope:** LEA-wide	math skills necessary for future success in college, career, and life.	
2.5	**Action:** Interventions: Tier III and Special Education **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Specialized interventions and materials are meticulously designed to cater to unduplicated student groups in need of additional support.	CA Dashboard Metrics
2.7	**Action:** Alternative Disciplinary Approaches **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing	Recognizing the profound and lasting effects of school expulsion on unduplicated student groups, the Oxnard School District is committed to implementing alternative disciplinary approaches that prioritize support, intervention, and rehabilitation. In response, the district offers a range of proactive measures aimed at addressing behavioral issues effectively while fostering a supportive and inclusive learning environment, including Opportunity Classes for grades 6-8 at the Comprehensive Middle Schools. By providing academic and social-emotional support and	Panorama Survey CA Dashboard: Suspension Rate School Attendance Rate Middle School Dropout Rates Pupil Expulsion Rates.

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
	resource inequities while benefiting all students within the district. **Scope:** LEA-wide	prioritizing intervention and rehabilitation over punitive measures, the district intends to create a conducive environment where unduplicated student groups feel valued, supported, and empowered to overcome challenges and succeed both academically and personally.	
2.8	**Action:** Social Emotional Development Supports: Panorama **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Tiered social/emotional supports provide a comprehensive system that addresses the diverse needs of students, promotes positive mental health, and creates a supportive school environment where all students can thrive academically, socially, and emotionally. A universal SEL screening through Panorama provides data on student perspectives on school culture, positive relationships, and social/emotional competencies. The data is used to strengthen SEL supports and implement strategies to promote a positive school culture.	Panorama Surveys
2.10	**Action:** Literacy Intervention Teachers **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing	Collaborating with classroom teachers, LIT teachers will support Tier 2 of the MTSS framework by identifying gaps in literacy among unduplicated student groups through assessments and delivering evidence-based Tier 2 interventions. Their approach to remediation and the materials they utilize is research-based and aligned with best practices.	CA Dashboard: Mathematics CA Dashboard: ELA CA Dashboard: Science

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
	resource inequities while benefiting all students within the district. **Scope:** LEA-wide		
2.11	**Action:** Intervention: Middle School **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	Implementing Tier 2 Interventions for unduplicated student groups in need at middle schools is a vital component of the district's commitment to equity and student success. By providing targeted support beyond core instruction, the district ensures that all unduplicated student groups have access to the resources and assistance they need to thrive academically and socio-emotionally. This action not only acknowledges the diverse needs of the district's student population but also removes barriers to access. This action aligns with the district's multi-tiered system of support (MTSS) framework. Through these additional, focused, and targeted interventions, the district aims to foster a supportive and inclusive learning environment where all unduplicated student groups can reach their full potential.	Mathematics CA Dashboard Science CA Dashboard English Language Arts CA Dashboard
2.12	**Action:** Interventions: English Language Development	Offering intervention opportunities to English Language Learners (ELLs) or Emergent Multilingual Learners (EMLs) is essential for their	CA Dashboard: EL Progress

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: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities, and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	academic success and overall development. By providing targeted intervention to accelerate English language development, the district fosters an inclusive learning environment where all unduplicated student groups, including Emergent Multilingual Learners, have the resources to excel and thrive. Investing in the language development of EMLs not only prepares them for academic success but also sets them up for long-term success in higher education, careers, and society as a whole.	
2.13	**Action:** Universal Screening: Gifted and Talented **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities, and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	This action aims to ensure equitable access to gifted and talented programs for all unduplicated student groups. By implementing universal screening, the district will identify gifted students who may have been previously overlooked or underrepresented in gifted education programs. Additionally, early identification through screening will enable the district to provide appropriate educational opportunities and support from an early age, helping to prevent underachievement and ensure that gifted unduplicated student groups are challenged and engaged in their learning	CA Dashboard: Mathematics CA Dashboard: Science CA Dashboard: ELA
2.16	**Action:** Attendance Technicians **Need:**	Attendance Technicians will play a vital role in monitoring attendance, identifying patterns of absenteeism, and implementing strategies to address these issues proactively. By having	CA Dashboard: Chronic Absenteeism School Attendance Rate

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
	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	dedicated staff members focused on attendance, the district aims to create a supportive environment where unduplicated student groups feel encouraged to attend school regularly, leading to improved academic outcomes and overall student success.	
2.19	**Action:** Expansion of Learning Opportunities **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.	Expanded Learning Opportunities during out-of-school time offer a valuable supplement to students' instructional programs rather than replacing them. This action aims to provide students with additional time in school, where adults will offer academic support, social and emotional support, as well as enrichment and intervention opportunities. These supports include access to counselors, arts programs, field trips, and more. The goal is to extend the school day to nine hours, incorporating before and after-school activities.	California Dashboard Metrics

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		
2.25	**Action:** Positive Behavior Supports (PBIS) **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. The action supports the implementation of district-wide positive behavior interventions aimed at fostering a supportive and conducive learning environment for all unduplicated student groups. **Scope:** LEA-wide	Tier 2 behavior supports within the PBIS framework are crucial for addressing the needs of students who require additional support beyond universal interventions but who do not need intensive, individualized interventions. These supports help to prevent the escalation of behavioral challenges and provide targeted interventions to promote positive behavior and academic success.	CA Dashboard: Suspension Rate CA Dashboard: Chronic Absenteeism School Attendance Rate Middle School Dropout Rates Pupil Expulsion Rates
2.26	**Action:** Safe Learning Environments **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.	This action aims to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential	Panorama Survey

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
	This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide		
2.27	**Action:** School Resource Officers **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By prioritizing positive relationships and emphasizing effort, persistence, and engagement, the district's SROs contribute to a conducive learning environment where unduplicated student groups can thrive academically and socially. Through their proactive approach and commitment to building positive relationships, SROs play a vital role in establishing an inclusive and supportive school climate that prioritizes the holistic development of every student. This action aims to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential	Panorama Survey
2.30	**Action:** Transportation for General Education, Homeless and Foster Youth **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.	Transportation facilitates access to enrichment programs, extracurricular activities, and support services crucial for their holistic development. These programs offer opportunities for socialization, academic support, and emotional well-being. Overall, providing transportation ensures equal opportunities for education, support, and enrichment activities, empowering unduplicated student groups to thrive academically	CA Dashboard: Chronic Absenteeism School Attendance Rate Middle School Dropout Rates

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
	This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	and socially despite their housing instability or foster placement.	
2.31	**Action:** Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Through partnerships with local food banks and community organizations, the program will provide eligible McKinney-Vento youth with backpacks containing non-perishable food items to supplement their nutritional needs over weekends and breaks. By providing tangible support to unduplicated student groups, the program aims to enhance their overall well-being and academic success.	Panorama Survey
2.34	**Action:** Facilities/Deferred Maintenance **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.	By maintaining 21st-century schools with modern facilities and resources, the Oxnard School District ensures that unduplicated student groups have access to the tools and spaces necessary for effective teaching and learning.	CA Dashboard Metrics Panoramy Survey

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
	This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide		
2.38	**Action:** Gifted and Talented Education (GATE) **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	This action will support the allocation of resources necessary to effectively implement the district's established GATE (Gifted and Talented Education) program, including within-school cluster models, to ensure the needs of all GATE-identified students are me, particularly those who are dually identified as members of unduplicated student groups.	CA Dashboard Metrics Panorama Survey

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
3.1	**Action:** Developing Human Capital: PD for Strategic Plan Recommendations **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	This action ensures that all staff members receive the necessary training and support to effectively execute the strategies outlined in the plan. By providing targeted professional development opportunities, the district can empower its employees with the knowledge and skills needed to address the diverse needs of unduplicated student groups and communities. Additionally, such training fosters a culture of continuous improvement and innovation, ultimately leading to improved student outcomes	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students
3.2	**Action:** Teachers on Special Assignment/Content Specialists **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:**	Teachers on Special Assignment (TOSAs)collaborate closely with teachers, offering personalized guidance, sharing best practices, and facilitating professional development initiatives. Additionally, Content Specialists provide specialized expertise in specific subject areas, offering tailored resources and guidance to educators seeking to deepen student learning experiences. Through their coaching and support, TOSAs/Content Specialists empower classroom teachers to implement evidence-based strategies, personalize instruction, and meet the diverse needs of all learners	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test

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		
3.5	**Action:** Professional Learning for Educational Leaders **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	School leaders bear the responsibility of instituting equitable practices within our schools, ensuring the adoption of high-impact instructional methodologies. A critical component of a school leader's success lies in their ability to drive teaching and learning outcomes by establishing clear expectations regarding learning practices within the school community. This entails fostering a culture where organizational values and behaviors are unequivocally aligned with the overarching goal of enhancing student success. To equip school leaders for this pivotal role, targeted professional development is imperative, focusing on key areas including the development of instructional equity to promote student success, data-driven decision-making processes, fostering inclusive school cultures through an equity lens, implementing Universal Design for Learning practices, and integrating Multi-Tiered Systems of Support (MTSS). This action is primarily aimed at addressing the specific needs of unduplicated student groups, ensuring that every student within the district has equitable access to quality education and opportunities for academic advancement.	STAR 360 Assessment Pathway Towards Biliteracy Percentage of Eligible Students CA Physical Fitness Test
3.6	**Action:** Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student	TOSAs and instructional specialists coach and support classroom teachers in best practices, equipping them with the tools and strategies needed to effectively teach unduplicated student groups. This advanced skill and knowledge enable TOSAs and instructional specialists to guide and assist teachers in delivering high-quality, differentiated instruction. By fostering collaboration and sharing best practices, professional	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test

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
	populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	development ensures a cohesive and supportive learning environment, ultimately leading to improved academic performance and the closing of achievement gaps for unduplicated student groups.	
3.8	**Action:** Professional Learning for Teachers: Biliteracy **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Providing professional development supports the academic achievement of unduplicated student groups by equipping educators with the skills and knowledge needed to effectively implement the district's biliteracy framework, thereby addressing resource inequities and enhancing instructional practices.	Panorama: Staff Survey STAR 360 Spanish Pathway Towards Biliteracy Percentage of Eligible Students
3.9	**Action:** Professional Learning: Mathematics **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.	Offering training on state standards implementation will effectively meet the needs of unduplicated student groups by ensuring access to quality instruction. Effective initial teaching is crucial for learning state standards, fostering a culture of continuous improvement and innovation, ultimately leading to improved student outcomes.	Panorama: Staff Survey STAR 360 Mathematics

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
	This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide		
3.10	**Action:** Professional Learning for Teachers: Middle School Content Specific **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	The initiative aims to enhance the instructional practices and content knowledge of educators within our middle schools. Through focused professional learning and coaching, teachers delve into the California frameworks specific to each content area, gaining a comprehensive understanding of the standards and expectations outlined. Moreover, educators will engage in a deep dive into standards and high-leverage practices supporting academic shifts, closely aligning with the implementation of the district's strategic plan. By investing in the professional development of the district's middle school teachers, the district reinforces its commitment to academic excellence, ensuring that every student receives a rigorous and enriching educational experience that prepares them for success in school and beyond.	Staff Panorama Survey Local Indicator Metrics Pathway Towards Biliteracy Percentage of Eligible Students

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
3.12	**Action:** Professional Learning: Health Education **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Providing comprehensive health education, including Human Growth and Development, equips unduplicated student groups with the information and skills necessary for informed decision-making about their well-being, thereby addressing resource inequities, supporting their overall development, and positively impacting their academic achievement.	Panorama: Staff Survey
3.13	**Action:** Professional Learning: Transitional Kindergarten **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of	This action will encompass all new UTK instructional mandates, such as Preschool Foundations, Frameworks, Desired Results Developmental Profile (DRDP), and Socio-Emotional practices. Emphasizing the significance of these initiatives, the professional development will also delve into Developmentally Appropriate Instructional Practices tailored to the delivery of the current District-adopted TK curriculum. By equipping educators with these tools and insights, the district aims to enhance teaching efficacy and promote optimal learning experiences for young unduplicated student groups, fostering their holistic development and academic success.	Staff Panorama Survey STAR 360 Early Literacy Assessments

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
	facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide		
3.14	**Action:** Professional Learning: Gifted and Talented Education **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	This action highlights the imperative of fostering the potential of all unduplicated student groups, including those with exceptional abilities. Through targeted training and development, educators will enhance their capacity to identify and effectively serve gifted learners, particularly unduplicated student groups	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments
3.15	**Action:** Training and Professional Learning: Renaissance **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student	This action aims to equip teachers with the necessary skills and knowledge to leverage the diverse features and resources offered by STAR/myON thereby enhancing student engagement and academic growth	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments

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
	populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide		
3.16	**Action:** Professional Learning: Cultural Proficiency and Focus on Equitable Practices **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:**	Recognizing the critical link between cultural proficiency and academic achievement, the district will bolster its efforts in supporting cultural proficiency and focusing on equitable practices. This entails prioritizing the enhancement of teacher and leadership capacity through various professional development opportunities, such as webinars, workshops, literature review/book studies, and summer PD sessions. This action aims to equip staff with the necessary skills and knowledge to create inclusive learning environments that support the academic success of all students, particularly unduplicated student groups.	Staff Panorama Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students

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		
3.17	**Action:** Professional Learning: Planning for Access and Equity/Orenda **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	Recognizing the critical link between equity and academic success, a study conducted by Orenda Education in the Spring of 2024 identified areas for improvement in promoting equity within the district. The findings from this study will inform professional learning opportunities for practitioners aimed at enhancing their cultural competency and enabling the implementation of culturally responsive teaching practices. Orenda Education will provide guidance, support, and professional development for identified school teams, including teachers, TOSAs, as well as central office and site leaders. This comprehensive support system is crucial for fostering an inclusive and supportive learning environment, ultimately enhancing academic success for all students within the district.	Staff Panorama Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students
3.19	**Action:** Professional Learning: Restorative Practices **Need:** The Oxnard School District's unduplicated student groups, representing more than 90	By prioritizing professional development and resources to bolster restorative practices district-wide, the district aims to create a more inclusive and supportive learning environment for all students. Recognizing the correlation between a positive school climate and academic	Panorama: Staff Survey Panorama: Student Survey Local Indicator Metrics

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
	percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	achievement, these efforts emphasize the crucial role of equitable disciplinary practices in fostering student success.	
3.20	**Action:** Professional Learning: Counselors **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By equipping school counselors with the necessary skills and knowledge, the district ensures it can effectively advocate for and implement strategies that enhance the academic success and emotional well-being of unduplicated student groups. This comprehensive support system ultimately contributes to closing achievement gaps and ensuring equitable access to educational opportunities for all students.	Panorama: Staff Survey Panorama: Student Survey Local Indicator Metrics
3.22	**Action:** Professional Learning for Outreach Consultants (ORCs) **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90	This action is essential for Outreach Consultants (ORCs) who serve as crucial liaisons between the school district and its families, particularly for unduplicated student groups such as English learners, students from low-income families, and foster youth. By focusing on culturally proficient practices, enhancing family engagement	Panorama: Staff Survey Panorama: Student Survey Local Indicator Metrics

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	percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	strategies, and aligning their efforts with the district's strategic plan, professional development ensures that ORCs are equipped with the skills and knowledge needed to effectively bridge communication and support between schools and families. This action will be monitored through the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).	
3.23	**Action:** Training and Professional Learning for Substitute Teachers **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.	This action not only enhances the professional growth and satisfaction of substitute teachers but also bolsters the district's capacity to deliver high-quality education consistently.	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test

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		
3.24	**Action:** Training and Professional Learning for Classified Staff **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By providing comprehensive training opportunities tailored to their needs, we not only empower them to excel in their current roles but also pave the way for future career advancement within the district. Moreover, this initiative aligns closely with the district's strategic goals and priorities, emphasizing the integral part classified staff members play in achieving student success and fostering a supportive educational environment.	Panorama: Staff Survey Local Indicator Metrics
3.27	**Action:** Training and Professional Learning: Data Management Systems **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, encompass some of the lowest-performing populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.	This action empowers administrators and teachers with data-driven decision-making skills to address performance gaps and enhance student success.	Panorama: Staff Survey Local Indicator Metrics

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		
3.28	**Action:** Training and Professional Learning: Communication Platforms **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, encompass some of the lowest-performing populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By providing professional development sessions to update communication platforms and improve outreach strategies, the district ensures that families are well-informed and engaged in their children's education. This proactive approach not only strengthens the partnership between schools and families but also promotes student achievement by facilitating greater parental involvement and support.	Panorama: Staff Survey
3.29	**Action:** Future Administrators Academy **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning	In alignment with our commitment to fostering effective school leadership and professional development, the district allocates funding to support the district's Administrators Academy. By investing in this action, the district demonstrates its commitment to cultivating a pipeline of skilled and effective school leaders who are equipped to drive positive change and enhance student outcomes in the Oxnard School District.	Panorama Staff Survey

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	with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide		
3.32	**Action:** Review/Redesign Report Cards **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	The redesigned report cards will provide parents with comprehensive insights into their child's academic growth, including proficiency in key competencies aligned with the Student Profile. Through this approach, we will promote transparency, understanding, and collaboration, fostering a supportive environment for student success.	Panorama: Family Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students
3.35	**Action:** Textbook Adoptions **Need:**	By updating textbooks according to the State Board of Education's approved frameworks and assessments, schools can ensure that instructional materials remain current and relevant to unduplicated student groups' learning needs.	Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students

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	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide		
3.36	**Action:** Additional Teachers Above Base Staffing **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By ensuring lower ratios, unduplicated student groups can benefit from a more individualized learning experience, which can contribute to academic success and overall well-being.	Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test
3.37	**Action:** Maintain 24:1 TK- 3rd Grade Average **Need:**	By maintaining smaller class sizes, teachers can provide more personalized instruction, address individual student needs more effectively, and create a more engaging and supportive learning atmosphere. This investment in maintaining	Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students

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
	The Oxnard School District's unduplicated student groups, which represent more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	smaller class sizes reflects the district's commitment to student success and academic achievement.	
3.38	**Action:** School Site Allocations to be Prioritized by School Site Council **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Each School Site Plan (SPSA) specifies how LCFF funding addresses identified needs and meets LCAP goals for unduplicated student groups.	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test
3.39	**Action:** Above Base/ Assistant Principals **Need:**	Assistant principals serve as invaluable resources in augmenting school effectiveness, offering specialized assistance to principals and staff in administrative duties, fostering positive school	Panorama: Student Survey Panorama: Staff Survey Local Indicator Metrics

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	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	cultures, and implementing strategies to elevate academic standards. Through this strategic investment, the district reinforces its commitment to facilitating the success of our schools and empowering them to reach their full potential as centers of excellence in education.	STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test
3.41	**Action:** Supplemental Instructional Materials **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By integrating these materials into lesson plans, teachers can provide differentiated instruction, address individual learning styles, and foster student engagement and mastery.	Panorama: Student Survey Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test
4.1	**Action:** Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework, Family and Community Engagement	To mitigate this, the district aims to enhance parent capacity, empowerment, and advocacy, thereby positively impacting student academic and social-emotional development. Recognizing the crucial role of parental involvement in academic	Family Panorama Survey

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
	committees, DELAC, Parent Education and Support **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	success, this initiative seeks to strengthen collaboration with various parent and community groups, including the District English Learner Advisory Committee, Parent Advisory Committee, Parent-Teacher Association, African American Steering Committee & African American Parent Group, Asian American Pacific Islander Group, School Site Councils, Mixteco Steering Committee, Mixteco parent group, and a District Family and Community Engagement Committee. These proactive measures are pivotal in fostering increased student performance on state and local assessments.	
4.2	**Action:** Equitable Access for Participation (Zoom) **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district	To mitigate this and enhance the engagement of families of unduplicated student groups, the district will provide accessibility to Zoom, a video conferencing platform, to improve communication. Through Zoom, the district will offer webinars and support instructional activities, fostering a stronger connection between parents, students, and educators. This increased engagement is crucial for academic achievement, as it allows for more effective communication and collaboration	Family Panorama Survey

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	include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	between all community partners involved in a student's education. Additionally, by providing access to instructional support and resources through Zoom, the district ensures students from unduplicated student groups receive the necessary assistance to improve their academic performance. This action facilitates access for families who are unable to physically attend school sites or leave work for meetings, thus removing barriers to parental involvement and promoting a supportive learning environment conducive to academic success	
4.3	**Action:** Family Resource Center **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	This action involves the establishment of a dedicated space within the Oxnard School District community aimed at providing comprehensive support and resources to families. This center serves as a hub for families to access a wide range of services, programs, and information designed to meet the diverse needs of unduplicated student groups and enhance their overall well-being.	Panorama: Family Survey
4.4	**Action:** Enrollment Center	The enrollment center's comprehensive services support the academic achievement of	Panorama: Family Survey

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	Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	unduplicated student groups by facilitating access to the right educational resources and support from the outset, thereby promoting a smoother transition into the school system and setting a strong foundation for future learning.	
4.9	**Action:** Transition to High School- Parent Workshops **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Recognizing the crucial role of parental involvement in academic success, these workshops not only provide essential information but also empower parents to actively support their children's academic journey. By equipping parents with the knowledge and resources needed to navigate the transition to high school, this action contributes to improved academic outcomes for unduplicated student groups, fostering a path toward academic achievement and success.	Panorama: Family Survey
4.11	**Action:** Parent Support Liaison	The Parent Support Liaison facilitates communication, fosters positive relationships, and addresses concerns or questions that parents may	Panorama: Family Survey

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	Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	have regarding school policies, programs, or services. Additionally, the liaison collaborates with school staff to organize workshops, informational sessions, and other events aimed at empowering parents to become more actively involved in their children's academic journey. Through this action, the district aims to strengthen partnerships between schools and families, promote parental engagement, and ultimately enhance student success and well-being.	
4.20	**Action:** Higher Education/College and Career Opportunities **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	This action supports Strategic Plan Goal 4.5 by establishing partnerships with local professionals, colleges, and universities to expand students' awareness of career pathways and increase families' knowledge of college resources, application processes, and financial aid opportunities. Through these efforts, the district aims to strengthen college and career readiness while enhancing meaningful family engagement.	Panorama: Family Survey
5.3	**Action:** Resources: Superintendent	Acknowledging the pivotal role the Superintendent plays in steering the district towards its goals and cultivating a culture of excellence, this action is	CA Dashboard Metrics

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	Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	designed to provide ongoing learning and skill enhancement opportunities. Encompassing a broad spectrum of topics crucial to leadership responsibilities. The professional learning activities for the Superintendent include educational leadership and vision, strategic planning and implementation, instructional leadership, organizational management and governance, and equity, diversity, and inclusion. By engaging in continuous professional learning, the Superintendent is empowered to lead with foresight, integrity, and efficacy, driving positive change and sustainable improvement within the Oxnard School District. Ultimately, this initiative is pivotal in advancing the district's educational mission and meeting the diverse needs of its unduplicated student groups, staff, and community.	
5.4	**Action:** Professional Learning: Three District Days **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.	The district will allocate three additional professional development days to staff. These days will focus on social and emotional programs and strategies, mathematics, literacy, lesson design, evidence-based instructional strategies, and district programs aligned with instruction. The overarching aim is to enhance services for unduplicated student groups by fostering teaching and learning centered on rigorous grade-level standards.	CA Dashboard Metrics

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	Scope: LEA-wide		
5.5	**Action:** District Wide Banking of Minutes **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	The district will implement Banking of Minutes districtwide. This entails 'banking' additional instructional minutes during the instructional week to create a common planning time for staff. Students will be dismissed one hour earlier on Wednesdays while maintaining the required instructional minutes mandated by the California State. During this dedicated hour, staff will engage in focused collaborative instructional planning.	CA Dashboard Metrics
5.6	**Action:** New Teacher Institute **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource	The New Teacher Institute offers essential information and resources to teachers new to the district, supporting them both in instruction and as employees. Specialized training is provided to Special Education and Biliteracy Teachers. The district will offer full days of training before the start of the school year and additional full days and after-school sessions for follow-up throughout the school year.	CA Dashboard Metrics

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	inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide		
5.7	**Action:** Institute for New Administrators **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By providing new administrators with comprehensive information and resources, this initiative ensures that they are equipped to lead effectively and make informed decisions that positively impact student learning outcomes. Specialized training tailored to their roles, including sessions before the academic year begins and ongoing support throughout, not only supports administrators' professional growth but also fosters an environment conducive to academic success for all students.	CA Dashboard Metrics
5.11	**Action:** Collaboration Opportunities: Biliteracy **Need:** The Oxnard School District's unduplicated student groups, representing more than 90	Through this collaboration, teachers receive tailored guidance and support to effectively implement research-based approaches that foster bilingualism, biliteracy, and cultural competency among unduplicated student groups, aligning with our district's mission and vision outlined in the	CA Dashboard Metrics

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	percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	strategic plan. This action underscores our commitment to equity, excellence, and inclusivity, ensuring that all unduplicated student groups thrive in a multicultural and multilingual learning environment.	
5.12	**Action:** Collaboration Opportunities: Middle School **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Middle school collaboration provides an opportunity for teachers who teach the same content to come together, share best practices, and plan instruction based on the California frameworks and standards. Following a Professional Learning Community (PLC) model, this collaborative effort allows practitioners to learn from each other and work together toward the common goal of providing unduplicated student groups with effective instruction.	CA Dashboard Metrics
5.14	**Action:** Employee Onboarding **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, includes	This action aims to ensure that new hires to the district receive comprehensive guidance on district policies and procedures, fostering a supportive and cohesive work environment. By equipping staff with clear expectations and resources, the district aims to enhance its effectiveness in supporting student success. This commitment to	CA Dashboard Metrics

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	some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	structured onboarding will ultimately strengthen the district's ability to meet the diverse needs of unduplicated student groups, contributing significantly to their academic growth and achievement (SP 5.4.4).	
5.15	**Action:** Educational Services: Management and Support Staff **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:**	To advance the objectives and aspirations of the District, it is imperative to strengthen the Educational Services Department with proficient Central Office Staff. These professionals will collaborate closely with school leaders, teachers, and stakeholders to ensure alignment with district goals and standards. Their expertise will not only support current initiatives but also pave the way for innovative approaches to teaching and learning. Enhancing the Educational Services Department with skilled Central Office Staff is crucial for providing the necessary support and expertise to foster innovative teaching approaches, thereby improving the academic performance of unduplicated student groups.	CA Dashboard Metrics

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	LEA-wide		
5.16	**Action:** Manager of Equity, Family and Community **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Through these multifaceted efforts, the Manager of Equity and Community helps to create an inclusive environment where English language learners and other unduplicated student groups can thrive, ultimately leading to improved academic outcomes and closing achievement gaps.	CA Dashboard Metrics
5.17	**Action:** Director of Pupil Services **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:**	By providing leadership, guidance, and resources, the Director of Pupil Services ensures that unduplicated student groups receive equitable access to educational opportunities and support services. This action underscores the district's commitment to fostering a nurturing and inclusive learning environment where every student has the opportunity to thrive academically, socially, and emotionally.	CA Dashboard Metrics

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		
5.18	**Action:** Counselors **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By addressing the socio-emotional needs of students, counselors contribute to a positive school climate, which has been shown to correlate with increased academic achievement. Thus, this action not only supports student well-being but also contributes to improved academic outcomes, ultimately fostering a thriving educational community.	CA Dashboard Metrics
5.19	**Action:** District Family and Community Liaison **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:**	The Family Resource Center offers parents opportunities to participate in professional learning across various areas, thereby enhancing their ability to support their children academically. By providing support and resources to families, this action helps create a more conducive learning environment for unduplicated student groups, ultimately contributing to improved academic success.	CA Dashboard Metrics

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		
5.20	**Action:** Outreach Specialists **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	The Outreach Specialist works proactively to address the unique needs of each school community, facilitating communication, engagement, and collaboration between families, educators, and community partners. By fostering strong relationships and leveraging community resources, the outreach consultant enhances the school's ability to meet the diverse needs of its unduplicated student groups and families effectively, thereby contributing to improved academic achievement across the district.	CA Dashboard Metrics
5.22	**Action:** Healthy Start Social Workers **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date	The district collaborates with the County to deploy social workers at four school sites, offering vital support to unduplicated student groups and families. These social workers engage in collaborative efforts with administrators, counselors, ORCs, and Family Liaisons, providing comprehensive assistance to families within their home school and surrounding schools. This action is crucial for the academic achievement of unduplicated student groups, as it provides vital support and comprehensive assistance to families, addressing resource inequities.	CA Dashboard Metrics

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
	educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide		
5.23	**Action:** Health Assistants and/or Health Care Technicians (LVNs) **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Working collaboratively with school nurses and other healthcare providers, the health assistants and health technicians (LVNs) deliver a wide range of health services, including basic medical care, medication administration, first aid, and health education. Their presence ensures a prompt and efficient response to student health needs, thereby contributing to a safe and supportive learning environment for all students.	CA Dashboard Metrics
5.24	**Action:** Campus Assistants/Supervisors **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include	By actively supervising these areas, campus assistants can intervene quickly if any issues arise, ensuring a swift resolution and minimizing disruptions to the learning environment. Overall, the role of campus assistants is crucial in promoting a safe, supportive, and nurturing school	CA Dashboard Metrics

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
	some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	environment where unduplicated student groups can thrive both academically and emotionally.	
5.25	**Action:** Recruitment, Selection and Retention of Human Capital **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	The Oxnard School District's focus on recruiting and retaining exceptional staff, along with strategic human resource management and strong labor relations, is crucial for the academic achievement of unduplicated student groups by ensuring a culturally diverse, safe, and supportive educational environment that prepares them for college and career opportunities.	CA Dashboard Metrics
5.26	**Action:** Recruitment: Classified Positions **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include	Through targeted recruitment efforts, including job fairs, advertising, and partnerships with community organizations, the district actively seeks out candidates who possess the skills, experience, and commitment to meet the diverse needs of the district's school community.	CA Dashboard Metrics

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
	some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide		
5.27	**Action:** Transitional Kindergarten Paraeducators **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Assigning paraeducators to TK classrooms is essential for the academic achievement of unduplicated student groups, as it ensures compliance with state-required adult-to-child ratios, providing necessary supervision, support, and individualized instruction that addresses the unique needs of each child and promotes their overall development.	CA Dashboard Metrics
5.28	**Action:** Kindergarten Paraeducators **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations	Paraeducators play a crucial support role in kindergarten classrooms, providing invaluable assistance to teachers and enhancing the overall learning experience for unduplicated student groups. Their responsibilities encompass a wide range of tasks aimed at promoting student success and creating a positive classroom environment. They may assist unduplicated	CA Dashboard Metrics

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
	on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	student groups with completing assignments, practicing literacy and numeracy skills, and engaging in educational activities. Furthermore, paraeducators collaborate closely with teachers to implement instructional strategies, adapt materials to meet student needs and collect data on student progress. By serving as trusted allies and support systems in kindergarten classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially.	
5.29	**Action:** General Education Paraeducators **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By serving as trusted allies and support systems in general education classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially.	CA Dashboard Metrics

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
5.30	**Action:** Opportunity Program Paraeducators **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By serving as trusted allies and support systems in opportunity program classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially.	CA Dashboard Metrics
5.31	**Action:** District Nurses **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	District Nurses play a crucial role in promoting health, safety, and equitable access to care throughout our district. They address a variety of health needs, ranging from minor ailments to chronic conditions, ensuring that every student receives appropriate care to facilitate academic success.	CA Dashboard Metrics

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
5.32	**Action:** Communication Platforms **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By improving communication, the district creates a supportive partnership between schools and families, which ultimately has a positive impact on academic achievement.	CA Dashboard Metrics
5.33	**Action:** Internal Communication Systems **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Through effective communication, the district can establish and enhance relationships, and articulate its shared purpose in enhancing services for unduplicated student groups and the community, ultimately leading to improved academic, social, and emotional achievement for unduplicated student groups.	CA Dashboard Metrics

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
5.34	**Action:** Communications from Central Office **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By prioritizing communication, the superintendent's office reinforces the district's commitment to collaboration, accountability, and student-centered practices, fostering a cohesive and supportive educational community poised for success.	CA Dashboard Metrics
5.37	**Action:** Required Accountability Templates **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By providing translated versions of essential documents, the district promotes equitable access to information for all families, including those whose primary language may not be English. Maintaining translated templates for these documents not only fosters transparency and accountability but also empowers families to play a more informed and active role in their children's educational journey, ultimately contributing to improved student achievement.	CA Dashboard Metrics

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
5.39	**Action:** Student Technology Access and Annual Refresh **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	This action ensures equitable access to essential technological competencies, fostering innovation, collaboration, and empowerment among all students in grades TK-8, thereby preparing them to thrive in the modern world.	CA Dashboard Metrics

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
4.12	**Action:** Translators/ Interpreters: Mixteco **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student	By providing translation and interpretation services, the district ensures that vital information regarding school programs, policies, and student progress is effectively conveyed to Mixteco-speaking families. This action is crucial for academic achievement, as it ensures that all families, regardless of their linguistic backgrounds, have equal access to important educational	Panorama: Family Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** Limited to Unduplicated Student Group(s)	information and resources. This action supports the district's broader goal of promoting inclusivity, equity, and access, thereby fostering a community partnership conducive to academic achievement.	
4.13	**Action:** Translators/ Interpreters: Spanish **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** Limited to Unduplicated Student Group(s)	This action supports the district's efforts to promote inclusivity, equity, and access to education for all unduplicated student groups and families, regardless of their linguistic backgrounds, fostering a supportive and welcoming environment that values and respects the diverse cultural and linguistic identities of its community members, thereby fostering a community partnership conducive to academic achievement.	Panorama: Family Survey

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.

NA

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.

The Oxnard School District will use additional Concentration Grant Add-On funding to expand staffing for direct services at schools where unduplicated students (foster youth, English learners, and low-income students) make up over 55% of the enrollment. Specific actions in the LCAP include hiring additional teachers above base staffing (Goal 3, Action 36) levels to reduce class sizes. The district has also employed Literacy Intervention Teachers (Goal 2, Action 10) at all elementary and K-8 schools to provide targeted literacy support as part of Tier 2 interventions. Additionally, the district is ensuring the retention of Outreach Specialists (Goal 5, Action 20) at all schools to enhance family engagement and student support services. Moreover, the district has ensured that every school has at least one counselor (Goal 5, Action 18) to support students' socio-emotional needs and academic success. To further address staffing shortages, the district has continued its substitute teacher and classified employee incentive program (Goal 5, Action 25) to maintain adequate staffing levels. Through these actions, the Oxnard School District will strategically increase certificated and classified staffing to offer more individualized instruction, intervention, and support services for unduplicated students. The district will monitor the impact through student achievement data, school climate surveys, and family engagement metrics.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	6-8 (Classified Student to Staff Ratio = 28:1) K-8 (Classified Student to Staff Ratio = 36:1) K-5 (Classified Student to Staff Ratio = 23:1)
Staff-to-student ratio of certificated staff providing direct services to students	N/A	6-8 (Certificated Student to Staff Ratio = 15:1) K-8 (Certificated Student to Staff Ratio = 25:1) K-5 (Certificated Student to Staff Ratio = 17:1)

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	140,236,939	57,522,706	41.018%	0.000%	41.018%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$72,783,783.69	$44,806,074.71	$15,335,816.99	$26,547,842.24	$159,473,517.63	$103,661,195.33	$55,812,322.30

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	Academic Incentives and Recognitions	All	No			All Schools	July 2024 - June 2027	$6,662.30	$187,220.00	$117,382.30		$76,500.00		$193,882.30	
1	1.2	Youth Cinema Project						July 2024 - June 2027	$0.00	$0.00		$0.00			$0.00	
1	1.3	Expansion of the Arts	All	No			All Schools	July 2024 - June 2027	$0.00	$435,357.00		$435,357.00			$435,357.00	
1	1.4	Teachers for the Arts	All	No			All Schools	July 2024 - June 2027	$2,520,623.44	$0.00		$2,520,623.44			$2,520,623.44	
1	1.5	Implementation and Expansion of Biliteracy	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Chavez, Curren, Driffill, Elm, Harrington, Lemonwood, McKinna, Ramona, Soria, Kamala, Lopez, Frank TK-8	July 2024 - June 2027	$0.00	$40,000.00	$20,000.00			$20,000.00	$40,000.00	
1	1.6	Expand Primary Language Classroom and Site Libraries	All	No			All Schools	July 2024 - June 2027	$0.00	$6,201.00	$6,201.00				$6,201.00	
1	1.7	Renaissance Software	All	No			All Schools	July 2024 - June 2027	$0.00	$0.00	$0.00				$0.00	
1	1.8	Learning Management System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$163,149.53	$163,149.53				$163,149.53	
1	1.9	Data Management Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$80,443.75	$0.00	$0.00		$80,443.75	$80,443.75	

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	1.10	Portfolio Management System: Transitional Kindergarten	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		July 2024 - June 2027	$0.00	$22,120.00	$22,120.00			$0.00	$22,120.00	
1	1.11	Implementation of Grade-Level Standards	All	No			All Schools	July 2024 - June 2027	$6,115.49	$68,680.00	$74,795.49			$0.00	$74,795.49	
1	1.12	Alignment of State Standards and Local Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$9,783.80	$2,000.00	$11,783.80				$11,783.80	
1	1.13	Vertical and Horizonal Planning and Communiction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$6,115.61	$0.00	$6,115.61				$6,115.61	
1	1.14	Project Based Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$18,343.17	$15,000.00	$33,343.17				$33,343.17	
1	1.15	Interdisciplinary Units	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$18,343.23	$10,000.00	$28,343.23				$28,343.23	
1	1.16	Universal Design for Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.17	Implementation of Essential Pedogogical Principles	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$18,343.30	$0.00	$18,343.30				$18,343.30	
1	1.18	Implementation of the CA Frameworks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.19	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$12,229.61	$69,000.00	$81,229.61				$81,229.61	
1	1.20	Developing Multilingualism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.21	Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan	English Learners	Yes	LEA-wide	English Learners	All Schools		$2,445.50	$2,500.00	$4,945.50				$4,945.50	
1	1.22	Implementation of Oxnard EMPOWERS/ OSDs Master Plan	All	No			All Schools		$0.00	$1,000.00			$1,000.00	$0.00	$1,000.00	
2	2.1	English Literacy Intervention: Lexia	All	No				July 2024 - June 2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Spanish Literacy Intervention: iStation-District Licenses	All	No				July 2024 - June 2027	$0.00	$0.00	$0.00				$0.00	
2	2.3	Mathematics Intervention: IXL	All	No			All Schools	July 2024 - June 2027	$0.00	$100,000.00	$0.00			$100,000.00	$100,000.00	
2	2.4	Mathematics Intervention: Math Labs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$10,747.56	$0.00	$10,747.56				$10,747.56	
2	2.5	Interventions: Tier III and Special Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$36,260,247.73	$5,304,314.24	$15,435,828.72	$21,207,440.83	$4,811,292.42	$110,000.00	$41,564,561.97	
2	2.6	Tier III and Specialized Support	All	No			All Schools	July 2024 - June 2027	$94,151.75	$2,610,000.00	$2,704,151.75	$0.00	$0.00		$2,704,151.75	
2	2.7	Alternative Disciplinary Approaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,093.75	$10,000.00	$10,000.00	$0.00	$1,093.75		$11,093.75	
2	2.8	Social Emotional Development Supports: Panorama	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$314,345.00	$59,600.00	$0.00	$254,745.00	$0.00	$314,345.00	
2	2.9	Tutoring	All	No			All Schools	July 2024 - June 2027	$12,227.56	$76,200.00	$87,227.56	$0.00	$1,200.00		$88,427.56	
2	2.10	Literacy Intervention Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$2,943,019.87	$0.00	$2,943,019.87	$0.00			$2,943,019.87	
2	2.11	Intervention: Middle School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
2	2.12	Interventions: English Language Development	English Learners	Yes	LEA-wide	English Learners	All Schools	July 2024 - June 2027	$48,910.00	$176,000.00	$76,000.00			$148,910.00	$224,910.00	
2	2.13	Universal Screening: Gifted and Talented	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,834.13	$23,000.00	$20,000.00		$4,834.13		$24,834.13	
2	2.14	Migrant Education Program (MEP)	All	No			All Schools	July 2024 - June 2027	$611.38	$29,500.00			$30,111.38		$30,111.38	
2	2.15	Newcomer Academy	All	No			Specific Schools: Frank Academy of Marine Science	July 2024 - June 2027	$0.00	$37,000.00				$37,000.00	$37,000.00	

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
							and Engineering, Lemonwood Grades 3-8									
2	2.16	Attendance Technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,482,830.49	$0.00	$1,482,830.49				$1,482,830.49	
2	2.17	School Attendance Review Board (SARB)	All	No			All Schools	July 2024 - June 2027	$0.00	$81,049.00		$67,049.00	$3,500.00	$10,500.00	$81,049.00	
2	2.18	Expanded Summer Learning	All	No			All Schools	July 2024 - June 2027	$1,456,174.88	$1,446,500.00		$2,902,674.88		$0.00	$2,902,674.88	
2	2.19	Expansion of Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$847,407.07	$12,320,076.51		$13,166,444.24		$1,039.34	$13,167,483.58	
2	2.20	Library/Media Technicians	All	No			All Schools	July 2024 - June 2027	$903,158.72	$73,039.38		$62,639.38		$913,558.72	$976,198.10	
2	2.21	Maintain Diverse School Libraries	All	No			All Schools	July 2024 - June 2027	$0.00	$10,000.00				$10,000.00	$10,000.00	
2	2.22	AVID Implementation	All	No			All Schools Specific Schools: K-8 Schools, Comprhensive 6-8 Schools Grades 6-8	July 2024 - June 2027	$56,797.46	$136,000.00				$192,797.46	$192,797.46	
2	2.23	Annual Parent Rights Notification	All	No			All Schools	July 2024 - June 2027	$0.00	$3,100.00	$0.00		$3,100.00		$3,100.00	
2	2.24	Restorative Practices	All	No			All Schools	July 2024 - June 2027	$45,432.50	$182,000.00	$57,432.50	$170,000.00			$227,432.50	
2	2.25	Positive Behavior Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$267,322.50	$38,000.00	$285,322.50		$0.00	$20,000.00	$305,322.50	
2	2.26	Safe Learning Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$368,951.00	$50,000.00	$153,951.00		$165,000.00	$368,951.00	
2	2.27	School Resource Officers	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 2024 - June 2027	$0.00	$261,771.00	$261,771.00				$261,771.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.28	School Safety Plans	All	No			All Schools	July 2024 - June 2027	$0.00	$65,750.00	$0.00			$65,750.00	$65,750.00	
2	2.29	Student Assemblies: Social Media and Positive Interactions	All	No			All Schools	July 2024 - June 2027	$0.00	$10,000.00	$0.00			$10,000.00	$10,000.00	
2	2.30	Transportation for General Education, Homeless and Foster Youth	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	July 2024 - June 2027	$1,860,515.82	$5,452,500.00	$7,258,328.32	$54,687.50	$0.00		$7,313,015.82	
2	2.31	Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$14,000.00	$0.00		$5,000.00	$9,000.00	$14,000.00	
2	2.32	Child Nutrition	All	No			All Schools	July 2024 - June 2027	$7,736,924.00	$11,572,325.00				$19,309,249.00	$19,309,249.00	
2	2.33	Substance Abuse Prevention	All	No			All Schools	July 2024 - June 2027	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	$5,000.00	
2	2.34	Facilities/Deferred Maintenance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$1,500,000.00	$1,500,000.00				$1,500,000.00	
2	2.35	Student Mentoring Opportunities	All	No			All Schools	July 2024 - June 2027	$0.00	$9,000.00	$4,000.00		$5,000.00		$9,000.00	
2	2.36	Superintendent Fellows	All	No			All Schools	July 2024 - June 2027	$2,500.00	$2,500.00		$5,000.00			$5,000.00	
2	2.37	Special Programs	All	No			All Schools	July 2024 - June 2027	$0.00	$25,000.00		$25,000.00		$0.00	$25,000.00	
2	2.38	Gifted and Talented Education (GATE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.1	Developing Human Capital: PD for Strategic Plan Recommendations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$6,113.75	$329,715.00	$0.00		$81,015.00	$254,813.75	$335,828.75	
3	3.2	Teachers on Special Assignment/Content Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,731,512.90	$0.00	$370,716.94	$507,472.07	$0.00	$853,323.89	$1,731,512.90	
3	3.3	Professional Learning: Implementation of State Standards	All	No				July 2024 - June 2027	$8,560.55	$86,200.00	$69,760.55			$25,000.00	$94,760.55	
3	3.4	Professional Learning: Central Management	All	No			All Schools	July 2024 - June 2027	$0.00	$165,354.00	$8,769.00		$156,585.00		$165,354.00	
3	3.5	Professional Learning for Educational Leaders	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 2024 - June 2027	$0.00	$165,354.00	$8,769.00	$0.00	$156,585.00	$0.00	$165,354.00	

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			Low Income			Low Income										
3	3.6	Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$12,227.81	$115,000.00	$92,227.81			$35,000.00	$127,227.81	
3	3.7	Professional Learning: Spanish Language, Common Core en Espanol and World Language Standards	All	No			Specific Schools: Biliteracy Schools	July 2024 - June 2027	$4,893.17	$20,000.00	$24,893.17			$0.00	$24,893.17	
3	3.8	Professional Learning for Teachers: Biliteracy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Chavez, Curren, Driffill, Elm, Harrington, Kamala, Lemonwood, McKinna, Ramona, Soria, Lopez, Frank Grade TK-Grade 8	July 2024 - June 2027	$18,345.90	$2,000.00	$0.00	$2,000.00	$0.00	$18,345.90	$20,345.90	
3	3.9	Professional Learning: Mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$210,184.87	$18,000.00	$228,184.87				$228,184.87	
3	3.10	Professional Learning for Teachers: Middle School Content Specific	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: K-8s and Comprehensive 6-8 Middle Schools	July 2024 - June 2027	$31,933.99	$0.00	$31,933.99	$0.00	$0.00	$0.00	$31,933.99	
3	3.11	Professional Learning for Teachers: Newcomers Academy	All	No			Specific Schools: Lemonwood, Frank Academy of Marine Science and Engineering	July 2024 - June 2027	$30,568.75	$19,000.00		$0.00		$49,568.75	$49,568.75	
3	3.12	Professional Learning: Health Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grade 5 and Grade 8	July 2024 - June 2027	$33,364.63	$13,000.00	$46,364.63				$46,364.63	

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	3.13	Professional Learning: Transitional Kindergarten	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: TK-5 Schools and TK-8 Schools	July 2024 - June 2027	$10,003.66	$0.00	$10,003.66	$0.00			$10,003.66	
3	3.14	Professional Learning: Gifted and Talented Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$9,784.60	$29,000.00	$38,784.60				$38,784.60	
3	3.15	Training and Professional Learning: Renaissance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$5,000.00	$0.00	$0.00			$5,000.00	$5,000.00	
3	3.16	Professional Learning: Cultural Proficiency and Focus on Equitable Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$2,720.00	$2,720.00				$2,720.00	
3	3.17	Professional Learning: Planning for Access and Equity/Orenda	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$128,388.75	$376,563.00	$137,888.75			$367,063.00	$504,951.75	
3	3.18	CSI Support for Fremont Academy					All Schools		$0.00	$0.00	$0.00	$0.00		$0.00	$0.00	
3	3.19	Professional Learning: Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$36,682.50	$0.00	$36,682.50				$36,682.50	
3	3.20	Professional Learning: Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.21	Professional Learning and Wellness for Staff	All Students with Disabilities	No			All Schools	July 2024 - June 2027	$0.00	$43,000.00	$0.00	$43,000.00	$0.00		$43,000.00	
3	3.22	Professional Learning for Outreach Consultants (ORCs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.23	Training and Professional Learning for Substitute Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$3,057.38	$0.00	$3,057.38				$3,057.38	
3	3.24	Training and Professional Learning for Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$15,850.00	$10,350.00		$5,500.00		$15,850.00	

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3	3.25	Training: Medical Response	All	No			All Schools	July 2024 - June 2027	$0.00	$44,100.00	$0.00	$44,100.00			$44,100.00	
3	3.26	Training: Action Preparedness	All	No			All Schools	July 2024 - June 2027	$0.00	$3,200.00	$3,200.00	$0.00	$0.00		$3,200.00	
3	3.27	Training and Professional Learning: Data Management Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$5,000.00	$0.00			$5,000.00	$5,000.00	
3	3.28	Training and Professional Learning: Communication Platforms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$5,000.00	$0.00	$0.00			$5,000.00	$5,000.00	
3	3.29	Future Administrators Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$73,863.00	$0.00	$73,863.00				$73,863.00	
3	3.30	Consulting Teacher	All	No			All Schools	July 2024 - June 2027	$172,619.60	$0.00		$0.00		$172,619.60	$172,619.60	
3	3.31	Peer Assitance Review (PAR)	All	No			All Schools	July 2024 - June 2027	$7,336.50	$0.00			$7,336.50		$7,336.50	
3	3.32	Review/Redesign Report Cards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$12,227.50	$0.00	$12,227.50				$12,227.50	
3	3.33	Implementation of Required State Assessments	All	No			All Schools	July 2024 - June 2027	$245,975.77	$112,800.00	$0.00	$81,000.00	$277,775.77		$358,775.77	
3	3.34	Baseline Instruction for Unduplicated Student Groups	All	No			All Schools	July 2024 - June 2027	$0.00	$0.00	$0.00				$0.00	
3	3.35	Textbook Adoptions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$4,375.00	$709,340.00	$60,000.00	$653,715.00	$0.00		$713,715.00	
3	3.36	Additional Teachers Above Base Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$6,314,279.52	$0.00	$6,314,279.52				$6,314,279.52	
3	3.37	Maintain 24:1 TK- 3rd Grade Average	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,697,016.70	$0.00	$1,697,016.70				$1,697,016.70	
3	3.38	School Site Allocations to be Prioritized by School Site Council	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$2,268,085.82	$2,221,869.00	$2,687,752.84	$8,265.00		$1,793,936.98	$4,489,954.82	
3	3.39	Above Base/ Assistant Principals	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 2024 - June 2027	$4,215,945.18	$0.00	$3,905,613.70	$310,331.48			$4,215,945.18	

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			Low Income			Low Income										
3	3.40	Teacher Substitutes/ Site Assigned						July 2024 - June 2027								
3	3.41	Supplemental Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$104,600.00	$104,600.00			$0.00	$104,600.00	
3	3.42	Professional Learning: English Language Development	All	No			All Schools		$4,894.96	$1,000.00	$5,894.96		$0.00		$5,894.96	
3	3.43	Professional Learning: De-escalation Strategies & Behavior Supports	All	No			All Schools		$67,251.25	$0.00	$67,251.25		$0.00		$67,251.25	
3	3.44	Professional Learning: Inclusive Practices	All	No			All Schools		$0.00	$0.00			$0.00		$0.00	
3	3.45	TK Teacher Release Day for Collaboration and Data Review	All	No			All Schools		$5,000.00	$0.00				$5,000.00	$5,000.00	
4	4.1	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework, Family and Community Engagement committees, DELAC, Parent Education and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$85,206.23	$224,360.00	$70,790.63		$42,437.82	$196,337.78	$309,566.23	
4	4.2	Equitable Access for Participation (Zoom)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$33,660.00	$33,660.00	$0.00			$33,660.00	
4	4.3	Family Resource Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$25,894.13	$33,000.00	$58,894.13				$58,894.13	
4	4.4	Enrollment Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$910,577.25	$52,810.00	$706,579.50		$256,807.75		$963,387.25	
4	4.5	Family Workshops: Diversity, Equity, and Inclusion						July 2024 - June 2027								
4	4.6	Parent/Teacher Teams														
4	4.7	Systems of Communication to Include the Voices of our Different Parent Groups in the Design of Learning Experiences for Unduplicated Student Groups and Families	All	No			All Schools	July 2024 - June 2027	$0.00	$15,000.00	$0.00		$15,000.00		$15,000.00	
4	4.8	Supporting Cultural Proficiency and Focus on Equitable Practices	All	No			All Schools	July 2024 - June 2027	$0.00	$5,900.00				$5,900.00	$5,900.00	

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4	4.9	Transition to High School-Parent Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,500.00	$1,000.00	$0.00			$2,500.00	$2,500.00	
4	4.10	Special Education: Parent/Family Supports	All	No			All Schools	July 2024 - June 2027	$0.00	$50,000.00		$50,000.00		$0.00	$50,000.00	
4	4.11	Parent Support Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$107,680.75	$3,000.00	$27,161.15			$83,519.60	$110,680.75	
4	4.12	Translators/ Interpreters: Mixteco	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2024 - June 2027	$179,918.07	$10,000.00	$36,246.13			$153,671.94	$189,918.07	
4	4.13	Translators/ Interpreters: Spanish	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2024 - June 2027	$771,140.51	$0.00	$19,365.99		$676,497.40	$75,277.12	$771,140.51	
4	4.14	Contract for Interpreting Services	All	No			All Schools	July 2024 - June 2027	$0.00	$10,000.00	$0.00			$10,000.00	$10,000.00	
4	4.15	Panorama Surveys	All	No			All Schools	July 2024 - June 2027	$0.00	$500.00			$500.00		$500.00	
4	4.16	Revamp and Maximize Accessibility to the District's Website (Web Content Analyst)	All	No			All Schools	July 2024 - June 2027	$149,757.52	$0.00		$149,757.52			$149,757.52	
4	4.17	Board Room	All	No			All Schools	July 2024 - June 2027	$0.00	$24,000.00	$0.00		$24,000.00		$24,000.00	
4	4.18	Home Learning Resources for Student Success	All	No			All Schools		$2,015.63	$30,500.00	$0.00			$32,515.63	$32,515.63	
4	4.19	Indian Education Service Plan	All	No			All Schools		$0.00	$7,046.12				$7,046.12	$7,046.12	
4	4.20	Higher Education/College and Career Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$8,887.51	$27,500.00	$24,000.00			$12,387.51	$36,387.51	
5	5.1	Oxnard Empowers - Implementation of Strategic Plan	All	No			All Schools	July 2024 - June 2027	$0.00	$5,000.00				$5,000.00	$5,000.00	
5	5.2	Board of Education	All	No			All Schools	July 2024 - June 2027	$72,199.44	$78,900.00			$151,099.44		$151,099.44	

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5	5.3	Resources: Superintendent	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$5,468.76	$537,204.00	$6,500.00	$0.00	$536,172.76		$542,672.76	
5	5.4	Professional Learning: Three District Days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,750,316.50	$0.00	$1,750,316.50				$1,750,316.50	
5	5.5	District Wide Banking of Minutes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,470,243.75	$0.00	$1,470,243.75				$1,470,243.75	
5	5.6	New Teacher Institute	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$16,500.00	$500.00	$0.00	$16,000.00		$16,500.00	
5	5.7	Institute for New Administrators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
5	5.8	Professional Collaboratives	All	No			All Schools	July 2024 - June 2027	$19,307.75	$0.00	$19,307.75				$19,307.75	
5	5.9	Collaboration Opportunities: Mathematics	All	No			All Schools	July 2024 - June 2027	$12,230.79	$0.00	$12,230.79		$0.00		$12,230.79	
5	5.10	Collaboration Opportunities: Transitional Kindergarten & Kindergarten Teachers	All	No			Specific Schools: TK-5 Schools and TK-8 Schools	July 2024 - June 2027	$26,837.03	$0.00	$26,837.03				$26,837.03	
5	5.11	Collaboration Opportunities: Biliteracy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$18,345.77	$2,000.00	$20,345.77				$20,345.77	
5	5.12	Collaboration Opportunities: Middle School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$6,114.43	$0.00	$6,114.43				$6,114.43	
5	5.13	Collaboration Opportunites: Supporing the Implementation of State Standards and Frameworks	All	No			All Schools	July 2024 - June 2027	$6,114.49	$0.00	$6,114.49		$0.00		$6,114.49	
5	5.14	Employee Onboarding	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
5	5.15	Educational Services: Management and Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 2024 - June 2027	$2,600,804.72	$18,697.75	$955,499.97	$342,289.75	$941,956.47	$379,756.28	$2,619,502.47	

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						Low Income										
5	**5.16**	Manager of Equity, Family and Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$220,057.91	$0.00	$44,011.67			$176,046.24	$220,057.91	
5	**5.17**	Director of Pupil Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$263,352.06	$0.00	$263,352.06			$0.00	$263,352.06	
5	**5.18**	Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$5,164,312.44	$0.00	$4,563,279.91	$601,032.53			$5,164,312.44	
5	**5.19**	District Family and Community Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$119,549.97	$5,000.00	$117,362.47	$2,187.50	$5,000.00		$124,549.97	
5	**5.20**	Outreach Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$2,115,666.66	$0.00	$2,025,683.73	$89,982.93			$2,115,666.66	
5	**5.21**	Mental Health Clinician	All	No				July 2024 - June 2027	$1,204,167.30	$0.00		$617,031.75	$80,782.80	$506,352.75	$1,204,167.30	
5	**5.22**	Healthy Start Social Workers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$678,472.00	$539,958.00	$138,514.00			$678,472.00	
5	**5.23**	Health Assistants and/or Health Care Technicians (LVNs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$975,046.24	$500.00	$975,046.24		$500.00		$975,546.24	
5	**5.24**	Campus Assistants/Supervisors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$3,926,172.71	$0.00	$3,926,172.71				$3,926,172.71	
5	**5.25**	Recruitment, Selection and Retention of Human Capital	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$7,336.50	$241,483.80	$63,998.50		$184,821.80		$248,820.30	
5	**5.26**	Recruitment: Classified Positions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$9,023.47	$95,826.55	$9,023.47		$95,826.55		$104,850.02	
5	**5.27**	Transitional Kindergarten Paraeducators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Transitional Kindergarten	July 2024 - June 2027	$1,400,181.32	$0.00	$0.00	$0.00	$1,400,181.32		$1,400,181.32	

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
5	5.28	Kindergarten Paraeducators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: TK-5 Schools and TK-8 Schools	July 2024 - June 2027	$1,918,662.72	$0.00	$1,697,016.70	$221,646.02	$0.00		$1,918,662.72	
5	5.29	General Education Paraeducators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$416,880.26	$0.00	$321,455.47		$95,424.79		$416,880.26	
5	5.30	Opportunity Program Paraeducators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Frank, Lopez, Fremont Grade 6-Grade 8	July 2024 - June 2027	$59,345.74	$0.00	$59,345.74				$59,345.74	
5	5.31	District Nurses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,049,107.32	$45,940.00	$364,777.17		$730,270.15		$1,095,047.32	
5	5.32	Communication Platforms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$298,810.00	$223,810.00			$75,000.00	$298,810.00	
5	5.33	Internal Communication Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
5	5.34	Communications from Central Office	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$183,800.00	$3,000.00	$75,000.00	$105,800.00		$183,800.00	
5	5.35	Curriculum Council	All	No			All Schools	July 2024 - June 2027	$3,611.13	$0.00	$0.00			$3,611.13	$3,611.13	
5	5.36	Refine Middle School Systems	All	No			All Schools	July 2024 - June 2027	$0.00	$28,000.00			$28,000.00		$28,000.00	
5	5.37	Required Accountability Templates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$75,000.00	$75,000.00				$75,000.00	
5	5.38	Practi-Cal Medical Billing	All	No			All Schools	July 2024 - June 2027	$0.00	$332,940.00			$332,940.00		$332,940.00	
5	5.39	Student Technology Access and Annual Refresh	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$2,527,753.92	$4,572,714.67	$3,268,962.71	$97,881.89	$3,733,623.99	$0.00	$7,100,468.59	

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
5	**5.40**	Staff to Provide General Education Behavior Support	All	No			All Schools		$25,000.00	$0.00	$0.00			$25,000.00	$25,000.00	

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
140,236,939	57,522,706	41.018%	0.000%	41.018%	$69,488,334.10	0.000%	49.551 %	**Total:**	$69,488,334.10
								LEA-wide Total:	$69,432,721.98
								Limited Total:	$55,612.12
								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	**1.5**	Implementation and Expansion of Biliteracy	Yes	LEA-wide	English Learners	Specific Schools: Chavez, Curren, Driffill, Elm, Harrington, Lemonwood, McKinna, Ramona, Soria, Kamala, Lopez, Frank TK-8	$20,000.00	
1	**1.8**	Learning Management System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$163,149.53	
1	**1.9**	Data Management Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.10**	Portfolio Management System: Transitional Kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income		$22,120.00	

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	1.12	Alignment of State Standards and Local Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,783.80	
1	1.13	Vertical and Horizonal Planning and Communiction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,115.61	
1	1.14	Project Based Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,343.17	
1	1.15	Interdisciplinary Units	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,343.23	
1	1.16	Universal Design for Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.17	Implementation of Essential Pedogogical Principles	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,343.30	
1	1.18	Implementation of the CA Frameworks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.19	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income		$81,229.61	
1	1.20	Developing Multilingualism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.21	Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan	Yes	LEA-wide	English Learners	All Schools	$4,945.50	
2	2.4	Mathematics Intervention: Math Labs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,747.56	
2	2.5	Interventions: Tier III and Special Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,435,828.72	
2	2.7	Alternative Disciplinary Approaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.8	Social Emotional Development Supports: Panorama	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,600.00	
2	2.10	Literacy Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,943,019.87	
2	2.11	Intervention: Middle School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.12	Interventions: English Language Development	Yes	LEA-wide	English Learners	All Schools	$76,000.00	
2	2.13	Universal Screening: Gifted and Talented	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.16	Attendance Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,482,830.49	
2	2.19	Expansion of Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.25	Positive Behavior Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$285,322.50	
2	2.26	Safe Learning Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
2	2.27	School Resource Officers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$261,771.00	
2	2.30	Transportation for General Education, Homeless and Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	$7,258,328.32	
2	2.31	Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.34	Facilities/Deferred Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.38	Gifted and Talented Education (GATE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.1	Developing Human Capital: PD for Strategic Plan Recommendations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.2	Teachers on Special Assignment/Content Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$370,716.94	
3	3.5	Professional Learning for Educational Leaders	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,769.00	
3	3.6	Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,227.81	
3	3.8	Professional Learning for Teachers: Biliteracy	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Chavez, Curren, Driffill, Elm, Harrington, Kamala, Lemonwood, McKinna, Ramona, Soria, Lopez, Frank Grade TK- Grade 8	$0.00	
3	3.9	Professional Learning: Mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$228,184.87	
3	3.10	Professional Learning for Teachers: Middle School Content Specific	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,933.99	
3	3.12	Professional Learning: Health Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grade 5 and Grade 8	$46,364.63	
3	3.13	Professional Learning: Transitional Kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,003.66	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.14	Professional Learning: Gifted and Talented Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,784.60	
3	3.15	Training and Professional Learning: Renaissance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.16	Professional Learning: Cultural Proficiency and Focus on Equitable Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,720.00	
3	3.17	Professional Learning: Planning for Access and Equity/Orenda	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$137,888.75	
3	3.18	CSI Support for Fremont Academy				All Schools	$0.00	
3	3.19	Professional Learning: Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,682.50	
3	3.20	Professional Learning: Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
3	3.22	Professional Learning for Outreach Consultants (ORCs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
3	3.23	Training and Professional Learning for Substitute Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,057.38	
3	3.24	Training and Professional Learning for Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,350.00	
3	3.27	Training and Professional Learning: Data Management Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.28	Training and Professional Learning: Communication Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.29	Future Administrators Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$73,863.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.32	Review/Redesign Report Cards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,227.50	
3	3.35	Textbook Adoptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
3	3.36	Additional Teachers Above Base Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,314,279.52	
3	3.37	Maintain 24:1 TK- 3rd Grade Average	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,697,016.70	
3	3.38	School Site Allocations to be Prioritized by School Site Council	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,687,752.84	
3	3.39	Above Base/ Assistant Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,905,613.70	
3	3.41	Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$104,600.00	
4	4.1	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework, Family and Community Engagement committees, DELAC, Parent Education and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,790.63	
4	4.2	Equitable Access for Participation (Zoom)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,660.00	
4	4.3	Family Resource Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,894.13	
4	4.4	Enrollment Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$706,579.50	

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 (%)
4	4.9	Transition to High School-Parent Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
4	4.11	Parent Support Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,161.15	
4	4.12	Translators/ Interpreters: Mixteco	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$36,246.13	
4	4.13	Translators/ Interpreters: Spanish	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$19,365.99	
4	4.20	Higher Education/College and Career Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income		$24,000.00	
5	5.3	Resources: Superintendent	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,500.00	
5	5.4	Professional Learning: Three District Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,750,316.50	
5	5.5	District Wide Banking of Minutes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,470,243.75	
5	5.6	New Teacher Institute	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
5	5.7	Institute for New Administrators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
5	5.11	Collaboration Opportunities: Biliteracy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,345.77	
5	5.12	Collaboration Opportunities: Middle School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,114.43	
5	5.14	Employee Onboarding	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.15	Educational Services: Management and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$955,499.97	
5	5.16	Manager of Equity, Family and Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,011.67	
5	5.17	Director of Pupil Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$263,352.06	
5	5.18	Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,563,279.91	
5	5.19	District Family and Community Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$117,362.47	
5	5.20	Outreach Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,025,683.73	
5	5.22	Healthy Start Social Workers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$539,958.00	
5	5.23	Health Assistants and/or Health Care Technicians (LVNs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$975,046.24	
5	5.24	Campus Assistants/Supervisors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,926,172.71	
5	5.25	Recruitment, Selection and Retention of Human Capital	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,998.50	
5	5.26	Recruitment: Classified Positions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,023.47	
5	5.27	Transitional Kindergarten Paraeducators	Yes	LEA-wide	English Learners Foster Youth Low Income	Transitional Kindergarten	$0.00	
5	5.28	Kindergarten Paraeducators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,697,016.70	

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 (%)
5	5.29	General Education Paraeducators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$321,455.47	
5	5.30	Opportunity Program Paraeducators	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Frank, Lopez, Fremont Grade 6- Grade 8	$59,345.74	
5	5.31	District Nurses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$364,777.17	
5	5.32	Communication Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$223,810.00	
5	5.33	Internal Communication Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
5	5.34	Communications from Central Office	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
5	5.37	Required Accountability Templates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
5	5.39	Student Technology Access and Annual Refresh	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,268,962.71	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$153,053,099.88	$165,807,430.50

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**	Academic Incentives and Recognitions	No	$89,000.00	$89,000.00
1	**1.2**	Youth Cinema Project	No	$223,122.81	$223,122.81
1	**1.3**	Expansion of the Arts	No	$481,291.83	481,291.83
1	**1.4**	Teachers for the Arts	No	$3,954,302.57	$2,533,654.95
1	**1.5**	Implementation and Expansion of Biliteracy	No Yes	$57,500.00	$57,500.00
1	**1.6**	Renaissance Software	No	$60,000.00	$60,000.00
1	**1.7**	Expand Primary Language Classroom and Site Libraries	No	$0.00	0
1	**1.8**	Learning Management System	No Yes	$116,800.00	$116,800.00
1	**1.9**	Data Management Systems	No Yes	$337,685.00	$337,685.00

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	1.10	Portfolio Management System: Transitional Kindergarten	No	$66,680.00	$66,680.00
1	1.11	Implementation of Grade-Level Standards	No	$146,000.00	$146,000.00
1	1.12	Alignment of State Standards and Local Assessments	Yes	$5,000.00	$5,000.00
1	1.13	Vertical and Horizonal Planning and Communiction	No Yes	$5,000.00	$5,000.00
1	1.14	Project Based Learning	Yes	$20,000.00	$20,000.00
1	1.15	Interdisciplinary Units	No Yes	$10,000.00	$10,000.00
1	1.16	Universal Design for Learning	No Yes	$20,000.00	$20,000.00
1	1.17	Implementation of Essential Pedogogical Principles	No Yes	$20,000.00	$20,000.00
1	1.18	Implementation of the CA Frameworks	No Yes	$20,000.00	$20,000.00
1	1.19	Professional Learning Communities	No Yes	$20,000.00	$20,000.00

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	1.20	Developing Multilingualism	No Yes	$20,000.00	$20,000.00
1	1.21	Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan	No Yes	$20,000.00	$20,000.00
1	1.22	Implementation of Oxnard EMPOWERS/ OSDs Master Plan	No	$20,000.00	$20,000.00
2	2.1	English Literacy Intervention: Lexia	No	$0.00	0
2	2.2	Spanish Literacy Intervention: iStation-District Licenses	No	$0.00	0
2	2.3	Mathematics Intervention: IXL	No	$75,000.00	$75,000.00
2	2.4	Mathematics Intervention: Math Labs	No Yes	$15,000.00	$15,000.00
2	2.5	Interventions: Tier III and Special Education	No Yes	$12,333,610.14	$12,333,610.14
2	2.6	Tier III and Specialized Support	No	$913,450.73	$913,450.73
2	2.7	Alternative Disciplinary Approaches	No Yes	$5,000.00	$5,000.00

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)
2	2.8	Social Emotional Development Supports: Panorama	No Yes	$496,205.00	$496,205.00
2	2.9	Tutoring	No	$200,000.00	$200,000.00
2	2.10	Literacy Intervention Teachers	No Yes	$2,820,161.08	$2,918,143.95
2	2.11	Intervention: Middle School	No Yes	$20,000.00	$20,000.00
2	2.12	Interventions: English Language Development	No Yes	$150,000.00	$150,000.00
2	2.13	Universal Screening: Gifted and Talented	No Yes	$25,116.05	$25,116.05
2	2.14	Migrant Education Program (MEP)	No	$19,032.21	$19,032.21
2	2.15	Newcomer Academy	No	$20,365.00	$20,365.00
2	2.16	Attendance Technicians	No Yes	$2,135,405.09	$1,929,588.80
2	2.17	School Attendance Review Board (SARB)	No	$16,500.00	$16,500.00

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)
2	2.18	Expanded Summer Learning	No	$2,581,687.52	$2,835,171.00
2	2.19	Expansion of Learning Opportunities	No Yes	$30,223,124.10	$32,183,746.00
2	2.20	Library/Media Technicians	No	$1,074,334.00	$1,118,118
2	2.21	Maintain Diverse School Libraries	No	$151,000.00	$151,000.00
2	2.22	AVID Implementation	No	$206,612.00	$206,612.00
2	2.23	Annual Parent Rights Notification	No	$3,000.00	$3,000.00
2	2.24	Restorative Practices	No	$0.00	0
2	2.25	Positive Behavior Supports (PBIS)	No Yes	$244,740.75	$244,740.75
2	2.26	Safe Learning Environments	No Yes	$143,000.00	$143,000.00
2	2.27	School Resource Officers	No Yes	$235,851.00	$235,851.00
2	2.28	School Safety Plans	No	$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)
2	2.29	Student Assemblies: Social Media and Positive Interactions	No	$230,000.00	$230,000.00
2	2.30	Transportation for General Education, Homeless and Foster Youth	No Yes	$8,219,503.47	$9,863,464
2	2.31	Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento	No Yes	$55,000.00	$80,000
2	2.32	Child Nutrition	No	$15,319,314.00	$20,179,136
2	2.33	Substance Abuse Prevention	No	$214,000.00	$214,000.00
2	2.34	Facilities/Deferred Maintenance	No Yes	$4,000,000.00	$4,000,000.00
2	2.35	Student Mentoring Opportunities	No	$5,000.00	$5,000.00
2	2.36	Superintendent Fellows	No	$63,000.00	$63,000.00
2	2.37	Special Programs	No	$683,713.35	$683,713.35
2	2.38	Gifted and Talented Education (GATE)	No Yes	$5,000.00	$5,000.00
3	3.1	Developing Human Capital: PD for Strategic Plan Recommendations	No Yes	$76,103.34	$76,103.34

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	3.2	Teachers on Special Assignment/Content Specialists	No Yes	$2,025,988.86	$2,661,512.15
3	3.3	Professional Learning: Implementation of State Standards	No	$64,342.88	$64,342.88
3	3.4	Professional Learning: Central Management	No	$3,289.36	$3,289.36
3	3.5	Professional Learning for Educational Leaders	No Yes	$318,013.31	$318,013.31
3	3.6	Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists	No Yes	$3,200.00	$3,200.00
3	3.7	Professional Learning: Spanish Language, Common Core en Espanol and World Language Standards	No	$21,710.64	$21,710.64
3	3.8	Professional Learning for Teachers: Biliteracy	No Yes	$40,216.73	$40,216.73
3	3.9	Professional Learning: Mathematics	No Yes	$190,356.56	$190,356.56
3	3.10	Professional Learning for Teachers: Middle School Content Specific	No Yes	$26,116.05	$26,116.05

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	3.11	Professional Learning for Teachers: Newcomers Academy	No	$27,109.02	$27,109.02
3	3.12	Professional Learning: Health Education	No Yes	$27,285.68	$27,285.68
3	3.13	Professional Learning: Transitional Kindergarten	No Yes	$10,000.00	$10,000.00
3	3.14	Professional Learning: Gifted and Talented Education	No Yes	$20,000.00	$20,000.00
3	3.15	Training and Professional Learning: STAR/myOn	No Yes	$34,464.20	$34,464.20
3	3.16	Professional Learning: Cultural Proficiency and Focus on Equitable Practices	No Yes	$20,000.00	$20,000.00
3	3.17	Professional Learning: Planning for Access and Equity/Orenda	No Yes	$195,278.70	$195,278.70
3	3.18	CSI Support for Fremont Academy	No Yes	$211,341.65	$462,044
3	3.19	Professional Learning: Restorative Practices	No Yes	$24,464.20	$24,464.20

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	3.20	Professional Learning: Counselors	No Yes	$20,000.00	$20,000.00
3	3.21	Professional Learning and Wellness for Staff	No Yes	$10,000.00	$10,000.00
3	3.22	Professional Learning for Outreach Consultants (ORCs)	No Yes	$15,000.00	$15,000.00
3	3.23	Training and Professional Learning for Substitute Teachers	No Yes	$2,500.00	$2,500.00
3	3.24	Training and Professional Learning for Classified Staff	No Yes	$218,600.00	$218,600.00
3	3.25	Training: Medical Response	No	$0.00	0
3	3.26	Training: Action Preparedness	No	$7,000.00	$7,000.00
3	3.27	Training and Professional Learning: Data Management Systems	No Yes	$26,964.20	$26,964.20
3	3.28	Training and Professional Learning: Communication Platforms	No Yes	$500.00	$500.00
3	3.29	Future Administrators Academy	No	$42,812.35	$42,812.35

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)
			Yes		
3	3.30	Consulting Teacher	No	$168,172.95	$174,527.14
3	3.31	Peer Assitance Review (PAR)	No	$3,669.63	$3,669.63
3	3.32	Review/Redesign Report Cards	No Yes	$2,000.00	$2,000.00
3	3.33	Implementation of Required State Assessments	No	$437,833.02	$437,833.02
3	3.34	Baseline Instruction for Unduplicated Student Groups	No	$0.00	$0.00
3	3.35	Textbook Adoptions	No Yes	$4,401,084.24	$4,401,084.24
3	3.36	Additional Teachers Above Base Staffing	No Yes	$6,422,197.85	$6,316,525.11
3	3.37	Maintain 24:1 TK- 3rd Grade Average	No Yes	$1,393,545.27	$1,393,545.27
3	3.38	School Site Allocations to be Prioritized by School Site Council	No Yes	$4,855,819.36	$4,855,819.36
3	3.39	Above Base/ Assistant Principals	No	$4,150,426.41	$4,295,215.71

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)
			Yes		
3	3.40	Teacher Substitutes/ Site Assigned/	No Yes	$743,883.75	$468,381.05
3	3.41	Supplemental Instructional Materials	No Yes	$818,000.00	818,000.00
3	3.42	Professional Learning: English Language Development	No	$5,000.00	$5,000.00
3	3.43	Professional Learning: De-escalation Strategies & Behavior Supports	No	$5,000.00	$5,000.00
3	3.44	Professional Learning: Inclusive Practices	No	$5,000.00	$5,000.00
4	4.1	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework, Family and Community Engagement committees, DELAC, Parent Education and Support	No Yes	$248,781.22	$248,781.22
4	4.2	Equitable Access for Participation (Zoom)	No Yes	$148,000.00	$148,000.00
4	4.3	Family Resource Center	No Yes	$38,050.73	$38,050.73
4	4.4	Enrollment Center	No	$750,501.11	$1,083,772.00

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)
			Yes		
4	4.5	Family Workshops: Diversity, Equity, and Inclusion	No Yes	$5,000.00	$5,000.00
4	4.6	Parent/Teacher Teams	No Yes	$500.00	$500.00
4	4.7	Systems of Communication to Include the Voices of our Different Parent Groups in the Design of Learning Experiences for Unduplicated Student Groups and Families	No	$20,000.00	$20,000.00
4	4.8	Supporting Cultural Proficiency and Focus on Equitable Practices	No	$5,900.00	$5,900.00
4	4.9	Transition to High School- Parent Workshops	No Yes	$500.00	$500.00
4	4.10	Special Education: Parent/Family Supports	No	$15,000.00	$15,000.00
4	4.11	Parent Support Liaison	No Yes	$112,490.55	$120,616.63
4	4.12	Translators/ Interpreters: Mixteco	No Yes	$222,225.67	$223,705.84
4	4.13	Translators/ Interpreters: Spanish	No	$912,832.13	$816,537.49

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)
			Yes		
4	**4.14**	Contract for Interpreting Services	No	$30,000.00	$30,000.00
4	**4.15**	Panorama Surveys	No	$500.00	$500.00
4	**4.16**	Revamp and Maximize Accessibility to the District's Website (Web Content Analyst)	No	$176,868.13	$181,533.97
4	**4.17**	Board Room	No	$24,000.00	$24,000.00
4	**4.18**	Home Learning Resources for Student Success	No Yes	$0.00	$0.00
5	**5.1**	Oxnard Empowers - Implementation of Strategic Plan	No Yes	$112,300.00	$112,300.00
5	**5.2**	Board of Education	No	$158,288.17	$484,856
5	**5.3**	Resources: Superintendent	No Yes	$565,941.49	$1,091,544
5	**5.4**	Professional Learning: Three District Days	No Yes	$1,796,991.11	$1,750,316.501
5	**5.5**	District Wide Banking of Minutes	No Yes	$1,522,509.75	$1,559,252.00

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)
5	**5.6**	New Teacher Institute	No Yes	$21,000.00	$21,000.00
5	**5.7**	Institute for New Administrators	No Yes	$5,000.00	$5,000.00
5	**5.8**	Professional Collaboratives	No Yes	$0.00	$0.00
5	**5.9**	Collaboration Opportunities: Mathematics	No	$5,000.00	$5,000.00
5	**5.10**	Collaboration Opportunities: Transitional Kindergarten & Kindergarten Teachers	No Yes	$5,000.00	$5,000.00
5	**5.11**	Collaboration Opportunities: Biliteracy	No Yes	$5,000.00	$5,000.00
5	**5.12**	Collaboration Opportunities: Middle School	No Yes	$5,000.00	$5,000.00
5	**5.13**	Collaboration Opportunites: Supporing the Implementation of State Standards and Frameworks	No Yes	$5,000.00	$5,000.00
5	**5.14**	Employee Onboarding	No	$5,000.00	$5,000.00

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)
			Yes		
5	**5.15**	Educational Services: Management and Support Staff	No Yes	$2,103,909.46	$2,878,513.99
5	**5.16**	Manager of Equity, Family and Community	No Yes	$214,361.95	$217,685.64
5	**5.17**	Director of Pupil Services	No Yes	$385,777.64	$264,198.18
5	**5.18**	Counselors	No Yes	$4,260,145.26	$5,355,306.73
5	**5.19**	District Family and Community Liaison	No Yes	$143,437.57	$143,564.61
5	**5.20**	Outreach Specialists	No Yes	$2,155,653.12	$2,366,719.05
5	**5.21**	Mental Health Clinician	No	$695,363.06	$1,153,861.24
5	**5.22**	Healthy Start Social Workers	No Yes	$280,000.00	$678,472

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)
5	5.23	Health Assistants and/or Health Care Technicians (LVNs)	No Yes	$1,372,570.13	$1,525,048.58
5	5.24	Campus Assistants/Supervisors	No Yes	$4,833,352.50	$4,446,412.07
5	5.25	Recruitment, Selection and Retention of Human Capital	No Yes	$488,328.34	$488,328.34
5	5.26	Recruitment: Classified Positions	No Yes	$146,980.58	146,980.58
5	5.27	Transitional Kindergarten Paraeducators	No Yes	$1,504,828.68	$1,525,548.03
5	5.28	Kindergarten Paraeducators	No Yes	$917,423.09	$2,054,196.26
5	5.29	General Education Paraeducators	No Yes	$467,812.38	$438,201.42
5	5.30	Opportunity Program Paraeducators	No Yes	$105,574.56	$97,541.59
5	5.31	District Nurses	No Yes	$1,014,156.51	$1,055,556.26

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)
5	**5.32**	Communication Platforms	No Yes	$212,000.00	$212,000.00
5	**5.33**	Internal Communication Systems	No Yes	$5,000.00	$5,000.00
5	**5.34**	Communications from Central Office	No Yes	$125,000.00	$125,000.00
5	**5.35**	Curriculum Council	No	$4,281.23	$4,281.23
5	**5.36**	Refine Middle School Systems	No	$5,000.00	$5,000.00
5	**5.37**	Required Accountability Templates	No Yes	$75,000.00	$75,000.00
5	**5.38**	Practi-Cal Medical Billing	No	$255,192.00	$255,192.00
5	**5.39**	Student Technology Access and Annual Refresh	No Yes	$8,649,373.85	$8,649,373.85
5	**5.40**	Staff to Provide General Education Behavior Support	No	$0.00	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)
$57,121,621	$60,714,352.70	$60,714,352.70	$0.00	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	1.5	Implementation and Expansion of Biliteracy	Yes	$57,500.00	$57,500.00		
1	1.8	Learning Management System	Yes	$116,800.00	$116,800.00		
1	1.9	Data Management Systems	Yes	$225,000.00	$225,000.00		
1	1.12	Alignment of State Standards and Local Assessments	Yes	$5,000.00	$5,000.00		
1	1.13	Vertical and Horizonal Planning and Communiction	Yes	$5,000.00	$5,000.00		
1	1.14	Project Based Learning	Yes	$20,000.00	$20,000.00		
1	1.15	Interdisciplinary Units	Yes	$10,000.00	$10,000.00		
1	1.16	Universal Design for Learning	Yes	$20,000.00	$20,000.00		
1	1.17	Implementation of Essential Pedogogical Principles	Yes	$20,000.00	$20,000.00		
1	1.18	Implementation of the CA Frameworks	Yes	$20,000.00	$20,000.00		
1	1.19	Professional Learning Communities	Yes	$20,000.00	$20,000.00		
1	1.20	Developing Multilingualism	Yes	$20,000.00	$20,000.00		
1	1.21	Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan	Yes	$20,000.00	$20,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Mathematics Intervention: Math Labs	Yes	$15,000.00	$15,000.00		
2	2.5	Interventions: Tier III and Special Education	Yes	$1,157,153.25	$1,157,153.25		
2	2.7	Alternative Disciplinary Approaches	Yes	$5,000.00	$5,000.00		
2	2.8	Social Emotional Development Supports: Panorama	Yes	$50,205.00	$50,205.00		
2	2.10	Literacy Intervention Teachers	Yes	$1,100.00	$1,100.00		
2	2.11	Intervention: Middle School	Yes	$20,000.00	$20,000.00		
2	2.12	Interventions: English Language Development	Yes	$150,000.00	$150,000.00		
2	2.13	Universal Screening: Gifted and Talented	Yes	$15,000.00	$15,000.00		
2	2.16	Attendance Technicians	Yes	$2,001,038.32	$2,001,038.32		
2	2.19	Expansion of Learning Opportunities	Yes	$5,000.00	$5,000.00		
2	2.25	Positive Behavior Supports (PBIS)	Yes	$219,740.75	$219,740.75		
2	2.26	Safe Learning Environments	Yes	$143,000.00	$143,000.00		
2	2.27	School Resource Officers	Yes	$235,851.00	$235,851.00		
2	2.30	Transportation for General Education, Homeless and Foster Youth	Yes	$7,691,730.47	$7,691,730.47		
2	2.31	Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento	Yes	$55,000.00	$55,000.00		
2	2.34	Facilities/Deferred Maintenance	Yes	$4,000,000.00	$4,000,000.00		
2	2.38	Gifted and Talented Education (GATE)	Yes	$5,000.00	$5,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Developing Human Capital: PD for Strategic Plan Recommendations	Yes	$63,524.29	$63,524.29		
3	3.2	Teachers on Special Assignment/Content Specialists	Yes	$782,414.30	$782,414.30		
3	3.5	Professional Learning for Educational Leaders	Yes	$223,503.00	$223,503.00		
3	3.6	Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists	Yes	$3,200.00	$3,200.00		
3	3.8	Professional Learning for Teachers: Biliteracy	Yes	$5,000.00	$5,000.00		
3	3.9	Professional Learning: Mathematics	Yes	$190,356.56	$190,356.56		
3	3.10	Professional Learning for Teachers: Middle School Content Specific	Yes	$16,116.05	$16,116.05		
3	3.12	Professional Learning: Health Education	Yes	$27,285.68	$27,285.68		
3	3.13	Professional Learning: Transitional Kindergarten	Yes	$10,000.00	$10,000.00		
3	3.14	Professional Learning: Gifted and Talented Education	Yes	$20,000.00	$20,000.00		
3	3.15	Training and Professional Learning: STAR/myOn	Yes	$34,464.20	$34,464.20		
3	3.16	Professional Learning: Cultural Proficiency and Focus on Equitable Practices	Yes	$20,000.00	$20,000.00		
3	3.17	Professional Learning: Planning for Access and Equity/Orenda	Yes	$195,278.70	$195,278.70		
3	3.18	CSI Support for Fremont Academy	Yes	$681.15	$681.15		
3	3.19	Professional Learning: Restorative Practices	Yes	$24,464.20	$24,464.20		

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	3.20	Professional Learning: Counselors	Yes	$20,000.00	$20,000.00		
3	3.21	Professional Learning and Wellness for Staff	Yes	$500.00	$500.00		
3	3.22	Professional Learning for Outreach Consultants (ORCs)	Yes	$15,000.00	$15,000.00		
3	3.23	Training and Professional Learning for Substitute Teachers	Yes	$2,500.00	$2,500.00		
3	3.24	Training and Professional Learning for Classified Staff	Yes	$13,350.00	$13,350.00		
3	3.27	Training and Professional Learning: Data Management Systems	Yes	$26,964.20	$26,964.20		
3	3.28	Training and Professional Learning: Communication Platforms	Yes	$500.00	$500.00		
3	3.29	Future Administrators Academy	Yes	$12,232.10	$12,232.10		
3	3.32	Review/Redesign Report Cards	Yes	$2,000.00	$2,000.00		
3	3.35	Textbook Adoptions	Yes	$1,760,000.00	$1,760,000.00		
3	3.36	Additional Teachers Above Base Staffing	Yes	$6,422,197.85	$6,422,197.85		
3	3.37	Maintain 24:1 TK- 3rd Grade Average	Yes	$1,393,545.27	$1,393,545.27		
3	3.38	School Site Allocations to be Prioritized by School Site Council	Yes	$2,917,705.34	$2,917,705.34		
3	3.39	Above Base/ Assistant Principals	Yes	$3,453,364.64	$3,453,364.64		
3	3.40	Teacher Substitutes/ Site Assigned/	Yes	$743,883.75	$743,883.75		
3	3.41	Supplemental Instructional Materials	Yes	$804,000.00	$804,000.00		
4	4.1	Implement Coordination of Family Engagement and	Yes	$10,400.00	$10,400.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Parent Support Services based on a Family Engagement Framework, Family and Community Engagement committees, DELAC, Parent Education and Support					
4	**4.2**	Equitable Access for Participation (Zoom)	Yes	$92,244.00	$92,244.00		
4	**4.3**	Family Resource Center	Yes	$38,050.73	$38,050.73		
4	**4.4**	Enrollment Center	Yes	$750,501.11	$750,501.11		
4	**4.5**	Family Workshops: Diversity, Equity, and Inclusion	Yes	$5,000.00	$5,000.00		
4	**4.6**	Parent/Teacher Teams	Yes	$500.00	$500.00		
4	**4.9**	Transition to High School-Parent Workshops	Yes	$500.00	500.00		
4	**4.11**	Parent Support Liaison	Yes	$22,497.91	$22,497.91		
4	**4.12**	Translators/ Interpreters: Mixteco	Yes	$45,534.99	$45,534.99		
4	**4.13**	Translators/ Interpreters: Spanish	Yes	$26,260.20	$26,260.20		
4	**4.18**	Home Learning Resources for Student Success	Yes	$0.00	$0.00		
5	**5.1**	Oxnard Empowers - Implementation of Strategic Plan	Yes	$107,700.00	$107,700.00		
5	**5.3**	Resources: Superintendent	Yes	$7,188.60	$7,188.60		
5	**5.4**	Professional Learning: Three District Days	Yes	$1,796,991.11	$1,796,991.11		
5	**5.5**	District Wide Banking of Minutes	Yes	$1,522,509.75	$1,522,509.75		
5	**5.6**	New Teacher Institute	Yes	$6,000.00	$6,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	5.7	Institute for New Administrators	Yes	$5,000.00	$5,000.00		
5	5.8	Professional Collaboratives	Yes	$0.00	$0.00		
5	5.10	Collaboration Opportunities: Transitional Kindergarten & Kindergarten Teachers	Yes		$0.00		
5	5.11	Collaboration Opportunities: Biliteracy	Yes	$5,000.00	$5,000.00		
5	5.12	Collaboration Opportunities: Middle School	Yes	$5,000.00	$5,000.00		
5	5.13	Collaboration Opportunites: Supporing the Implementation of State Standards and Frameworks	Yes	$0.00	$0.00		
5	5.14	Employee Onboarding	Yes	$5,000.00	$5,000.00		
5	5.15	Educational Services: Management and Support Staff	Yes	$576,743.21	$576,743.21		
5	5.16	Manager of Equity, Family and Community	Yes	$42,872.57	$42,872.57		
5	5.17	Director of Pupil Services	Yes	$385,777.64	$385,777.64		
5	5.18	Counselors	Yes	$4,260,145.26	$4,260,145.26		
5	5.19	District Family and Community Liaison	Yes	$137,437.57	$137,437.57		
5	5.20	Outreach Specialists	Yes	$2,155,653.12	$2,155,653.12		
5	5.22	Healthy Start Social Workers	Yes	$105,868.00	$105,868.00		
5	5.23	Health Assistants and/or Health Care Technicians (LVNs)	Yes	$1,372,570.13	$1,372,570.13		
5	5.24	Campus Assistants/Supervisors	Yes	$4,833,352.50	$4,833,352.50		

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)
5	**5.25**	Recruitment, Selection and Retention of Human Capital	Yes	$44,757.97	$44,757.97		
5	**5.26**	Recruitment: Classified Positions	Yes	$6,811.55	$6,811.55		
5	**5.27**	Transitional Kindergarten Paraeducators	Yes	$40,518.04	$40,518.04		
5	**5.28**	Kindergarten Paraeducators	Yes	$479,141.62	$479,141.62		
5	**5.29**	General Education Paraeducators	Yes	$358,634.33	$358,634.33		
5	**5.30**	Opportunity Program Paraeducators	Yes	$105,574.56	$105,574.56		
5	**5.31**	District Nurses	Yes	$553,570.48	$553,570.48		
5	**5.32**	Communication Platforms	Yes	$129,000.00	$129,000.00		
5	**5.33**	Internal Communication Systems	Yes	$5,000.00	$5,000.00		
5	**5.34**	Communications from Central Office	Yes	$125,000.00	$125,000.00		
5	**5.37**	Required Accountability Templates	Yes	$75,000.00	$75,000.00		
5	**5.39**	Student Technology Access and Annual Refresh	Yes	$4,935,895.68	$4,935,895.68		

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)
139,534,729	$57,121,621	0	40.937%	$60,714,352.70	0.000%	43.512%	$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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