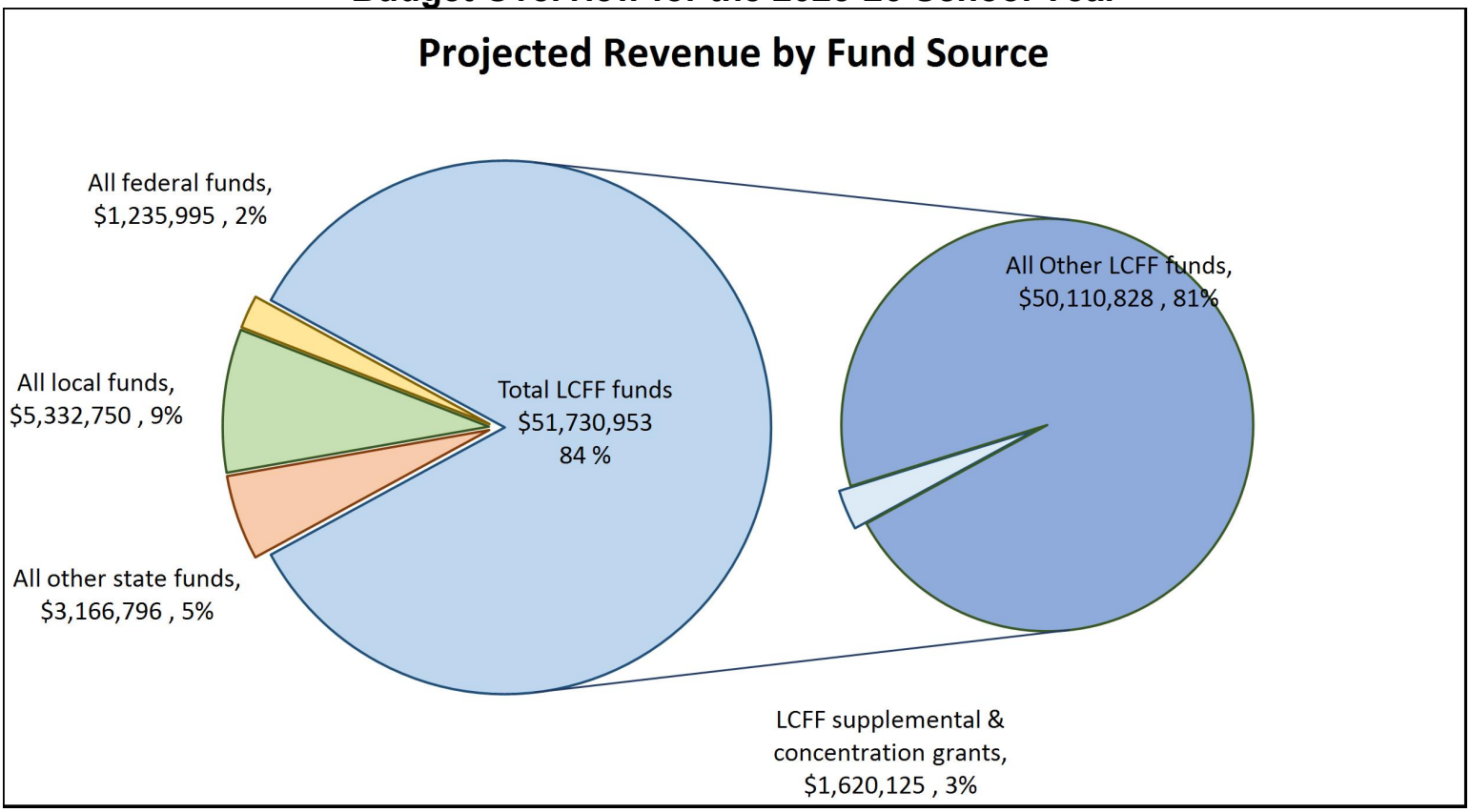
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oak Park Unified School District
CDS Code: 56 73874 0000000
School Year: 2025-26
LEA contact information:
Ellen Chevalier
Director of Curriculum & Instruction

(818) 735-3284

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

Budget Overview for the 2025-26 School Year

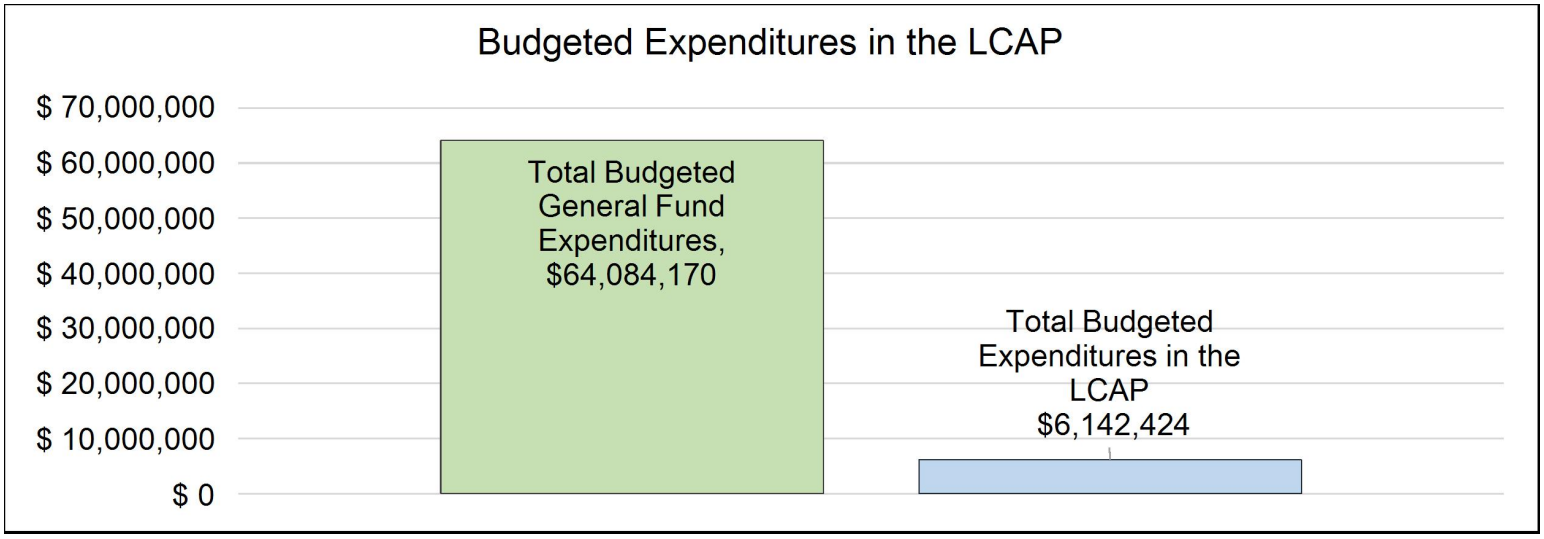


This chart shows the total general purpose revenue Oak Park Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oak Park Unified School District is $61,466,494, of which $51,730,953 is Local Control Funding Formula (LCFF), $3,166,796 is other state funds, $5,332,750 is local funds, and $1,235,995 is federal funds. Of the $51,730,953 in LCFF Funds, $1,620,125 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Oak Park Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oak Park Unified School District plans to spend $64,084,170 for the 2025-26 school year. Of that amount, $6,142,424 is tied to actions/services in the LCAP and $57,941,746 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

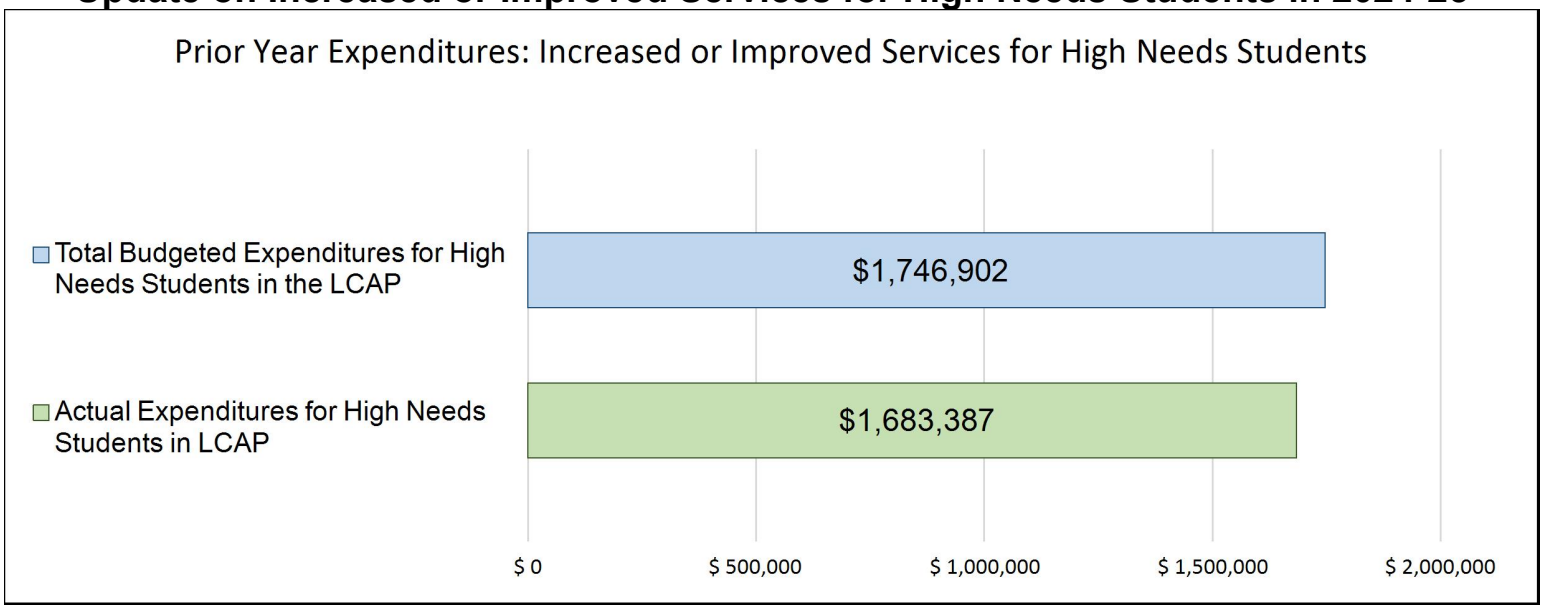
General operating expenditures, including but not limited to salaries, benefits, materials/supplies and other operating costs.

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

In 2025-26, Oak Park Unified School District is projecting it will receive $1,620,125 based on the enrollment of foster youth, English learner, and low-income students. Oak Park Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oak Park Unified School District plans to spend $1,756,556 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Oak Park Unified School District's LCAP budgeted $1,746,902 for planned actions to increase or improve services for high needs students. Oak Park Unified School District actually spent $1,683,387 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $119,386 had the following impact on Oak Park Unified School District's ability to increase or improve services for high needs students:

Challenges in filling specific positions led to a redistribution of responsibilities among existing staff. While this resulted in higher personnel costs for some actions, all planned services were implemented, and supports for high needs students—including English Learners, Low Income students, and Foster Youth—were maintained without disruption.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oak Park Unified School District	Ellen Chevalier Director of Curriculum & Instruction	echevalier@opusd.org (818) 735-3284

Plan Summary [2025-26]

General Information

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

The Oak Park Unified School District (OPUSD) is a top-tier public school district serving 4,474 students from Transitional Kindergarten through 12th grade. Located in Oak Park, a small community nestled between Ventura and Los Angeles Counties, OPUSD has been delivering exceptional education since its establishment in 1977.

OPUSD provides a comprehensive range of educational services. Our district includes a preschool, three elementary schools, a middle school, a comprehensive high school, as well as an independent school and an alternative high school tailored to students with unique learning styles. Drawing students from neighboring districts, approximately 54.3% of our student body comes from outside Oak Park. This is made possible through the District of Choice initiative (40.5%) and inter-district transfers (13.8%).

OPUSD employs approximately 555 classified and certificated staff members. Many staff members bring their children to the district through permits or the District of Choice program to participate in our high-quality educational and extracurricular programs.

Fall 2024 CA Dashboard demographic data is as follows:

7.4% are Students with Disabilities

4.6% are English Learners

12.2% are Low Income

0% are Foster Youth

0% are Homeless

Student demographic data also includes:

52.1% White

24.5% Asian

11.3% Hispanic

8.4% Two or More Races

1.9% Filipino

1.4% African American

0.3% Pacific Islander

0.1% American Indian

All OPUSD schools are California Gold Ribbon/CA Distinguished schools and four have been nationally recognized as Blue Ribbon schools. The district has been recognized as a Green Ribbon school district by the CA Department of Education and the US Department of Education for its focus on environmentally progressive policies and practices. In May of 2019, the District received the Exemplary School District Award from the CA Department of Education for the second consecutive year. OPUSD was also named the 2018 "Best Green School System" by the US Green Building Council and the Council for Green Schools. OPUSD is currently ranked 21st on Niche's Best School Districts in California.

Reflections: Annual Performance

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

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

2023 CA School Dashboard Data
Based on the 2023 California School Dashboard, specific student groups and schools were identified as being in the lowest-performing level,

"red". The 2024–27 LCAP includes targeted actions to address these areas, with a focus on reducing chronic absenteeism and improving overall school engagement. These groups and outcomes will be closely monitored throughout the three-year LCAP cycle to ensure that supports remain responsive to student needs and evolving data.

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

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

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

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

- Chronic Absenteeism: EL, WH

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

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

2024-25 Successes:
The district made measurable progress toward its LCAP goals during the 2024–25 school year, successfully implementing the majority of planned actions while adapting to staffing limitations, site-specific needs, and feedback from educational partners. Across all three goals, strong implementation contributed to notable gains in academic achievement, student wellness, and college and career readiness.

Under Goal 1, targeted supports through the district's Multi-Tiered System of Support (MTSS) reached over 800 students in reading and math. Professional development on Universal Design for Learning (UDL), inclusive practices, and the integration of generative AI reached 84% of certificated staff and received strong feedback. Advanced Placement (AP) access and performance improved, with participation increasing from 498 to 552 students and the overall pass rate rising from 89% to 93.7%. On the CAASPP Math assessment, English Learners improved from 51.79% to 58.62% meeting or exceeding standards. CAASPP Science scores also showed gains: Students with Disabilities improved from 23.53% to 37.7%, and Low Income students increased slightly from 58.5% to 59.21%. Additionally, Semester 1 D/F rates at the high school level improved for English Learners (–1.7%), Low Income students (–4%), and Students with Disabilities (–3.4%).

Progress on Goal 2 was marked by substantial reductions in chronic absenteeism across all reported student groups. Chronic absenteeism rates decreased by 10.1% for English Learners, 7.8% for Students with Disabilities, and 2.8% for Low Income students. These outcomes reflect improved attendance planning, routine parent engagement, and consistent SART meeting implementation. Student support services were strengthened through increased counselor access—counselor visits rose by 940, including 173 more for English Learners and 64 more for Low Income students. The district maintained a low suspension rate (0.8%) and a 0% expulsion rate. Arts access expanded across all sites, and students participated in a wide variety of enrichment opportunities. For example, Oak Park High School offered 131 student-run clubs and 26 athletic teams, and Medea Creek Middle School offered 35 clubs and 8 All Star sports teams.

Under Goal 3, participation in state seal recognitions increased, with 72 students earning the Seal of Biliteracy (up from 57) and 16 students earning the Seal of Civic Engagement (up from 11). A–G completion improved from 77.4% to 82%, and CTE pathway completers increased from 34 to 54. In addition, a new dual enrollment opportunity was secured for the 2025–26 school year in partnership with CSU Channel Islands. Instructional materials were piloted and adopted as planned, STEM engagement remained strong through competitions, and over 490,000 meals were served through the Child Nutrition Program.

2024-25 Challenges:
Despite these gains, the district continued to face several challenges in meeting its most ambitious targets, particularly for English Learners, Low Income students, and Students with Disabilities.

On the CAASPP ELA assessment, the percentage of English Learner and Low Income students meeting or exceeding standard declined slightly by -0.36% (from 44.0% to 43.64%) and by -2.83% (from 74.3% to 71.47%), respectively. The English Learner Progress Indicator declined from Blue to Orange, and ELPAC proficiency dropped by -10.39% (from 47.89% to 37.5%). Additionally, Quarter 2 D/F rates increased at the middle school level for both English Learners (+11.8%) and Low Income students (+11.7%).

Staffing limitations impacted implementation of some actions. The Categorical Programs TOSA and Math TOSA positions were unfilled and instead supported through reassigned duties and stipends. These constraints limited the depth and consistency of instructional support available to school sites.

In the area of student engagement, student connectedness declined by 7.4% for grades 6–11 according to the LCAP Educational Partner Survey, despite expanded extracurricular offerings. Staff connectedness also declined slightly (–1.1%). Student participation in shared decision-making activities remained limited due to scheduling conflicts.

Within Goal 3, while many of our students continue to participate in concurrent enrollment at local colleges, we have not yet reached the enrollment levels necessary to offer a dual enrollment course on our high school campus. To address access and scheduling barriers, we are partnering with CSU Channel Islands next year to offer an advanced math course during the school day at OPHS. Although environmental literacy actions were implemented, participation in the Green Cord program dropped by 19 students (from 30 to 11), and waste audits were delayed at several sites due to a change in waste management companies. With a new waste management company in place and key personnel now assigned to support our green initiatives, a renewed focus on sustainability efforts will begin in the 2025–26 school year.

These challenges underscore the need for expanded embedded support time, improved coordination of middle school interventions, strengthened instructional strategies for English Learners and Low Income students, and continued alignment of services with the needs of historically underserved groups.

LREBG Fund Status:
The Learning Recovery Emergency Block Grant (LREBG) was established in response to the emergency created by the COVID-19 pandemic to support schools in the long-term recovery of their students, with a focus on improving pupil learning, mental health, and overall well-being.

Under Education Code Section 32526(d)(1), any local educational agency (LEA) that has received LREBG funds must develop a needs

assessment regarding the use and expenditure of these funds for the 2025–26, 2026–27, and 2027–28 school years.

The district will carry over $397,000 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds into the 2025–26 school year.

LREBG-Supported Actions:
LREBG funds will support Action 1.15 (Summer remediation programs for elementary, middle, and high school). This action was selected to provide targeted academic intervention (Kindergarten - Grade 8) and credit recovery opportunities (Grades 9-12) during the summer, supporting students who need additional time and instruction to meet grade-level expectations and earn credits toward graduation requirements.

The use of these funds was determined through input gathered in the LCAP Educational Partner Survey, where students, families, and staff expressed support for summer remediation opportunities.

The effectiveness of this action is measured through Metric 1.15, which tracks the number of students served in summer remediation programs across grade spans. This metric enables the district to assess program reach and ensure that summer supports are equitably accessed by students at the elementary, middle, and high school levels.

Remaining LREBG funds will be used in 2025–26, 2026-27, and 2027-28 school years to continue and enhance these programs, in alignment with the district's broader Multi-Tiered System of Support (MTSS) framework and commitment to closing academic achievement gaps.

Reflections: Technical Assistance

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

Not applicable for 2024-25.

Comprehensive Support and Improvement

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

Schools Identified

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

Oak View High School was identified as a Comprehensive Support and Improvement school for the 2023-24 school year. They were exited beginning in 2024-25. This section is no longer applicable.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Parent Advisory Committee (PAC)	Input was requested from committee members (parents and staff) and discussed during LCAP PAC meetings held on 10/24/24, 1/22/25, 4/3/25, and 5/16/25.
LCAP Student Advisory Committee (SAC)	Input was requested from committee members (middle and high school students and staff) and discussed during LCAP SAC meetings held on 10/24/24, 1/23/25, 4/3/25, and 5/15/25. This was the second year of implementing a formal LCAP Student Advisory Committee (SAC).
Curriculum Council	Input was requested from committee members (parents, students, teachers, site administrators, district administrators) on a range of curriculum-related topics. Meetings were held on 10/8/24, 12/3/24, 2/4/25, and 4/8/25.
District English Language Advisory Committee (DELAC)	Input was requested from committee members (parents, school and district staff) and discussed during DELAC meetings held on 10/17/24, 1/21/25, 4/3/25, and 5/16/25.
District Leadership Team Meetings	Input was requested and discussed, and academic and school climate data were shared. LCAP goals, actions, and services were reviewed and monitored. Site leaders brought information back to share with their school staff. Meetings were held on 7/25/24, 8/21/24, 9/11/24, 10/16/24, 11/20/24, 12/18/24, 1/23/25, 2/20/25, 3/19/25, 4/30/25, and 6/4/25.
Diversity and Equity Task Force (DETF)	Input was requested from committee members (parents, students, teachers, counselors, administrators) and discussed during DETF meetings held on 10/17/24, 11/21/24, 2/3/25, and 4/7/25.

Educational Partner(s)	Process for Engagement
Environmental Education and Action Committee (EEAC)	Input was requested from committee members (teachers, administrators, community organizations, parents, and students) and discussed during EEAC meetings held on 9/12/24, 11/14/24, 1/9/2025 (cancelled due to fires), and 3/13/25.
Ethnic Studies Instructional Materials Committee (ESIMC)	Input related to action 3.3 was requested from committee members (parents, students, teachers, site and district administrators, and board members) and discussed during ESIMC meetings held on 9/17/24, 11/18/24, 12/16/24, 1/21/25, and 3/19/25.
GATE District Advisory Committee (GATE DAC)	Input was requested from committee members (parents, school and district staff) and discussed during GATE DAC meetings held on 10/14/24, 2/10/25, and 5/12/25.
Local Bargaining Unit	Certificated and classified bargaining groups participated in in-person meetings held throughout the year. Additional input was gathered through participation in district advisory committees and responses to the LCAP survey and the California Healthy Kids Survey, which is administered in alternating years.
Parent Teacher Organizations (PTO) Council	LCAP Educational Partner Survey results were shared with our parent organization presidents and feedback was gathered on 4/10/2025.
SELPA Consultation	A formal meeting was held with district staff and Ventura County Office of Education SELPA staff on 3/31/25, with pupil service check-ins throughout the year.

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

OPUSD will use the term "educational partners" to refer to groups that our district will engage with in developing this LCAP, as per the adoption of the CA State Board of Education. Educational partners include teachers, administrators, other school personnel, local bargaining units of the district, parents, and students. Educational partners representing our schools, the community we serve, and our district, also include representatives of our English Learners, Foster Youth and Low Income students.

OPUSD is committed to strong educational partner engagement. OPUSD recognizes this partnership's importance in the developmental and refinement of local educational plans and accompanying plan expenditures. OPUSD used a variety of meetings and activities to ensure educational partner input and participation in the development of the LCAP and other district plans. During these meetings, data analysis was conducted and processing activities were implemented to gather information and input. A variety of engagement activities were provided at these meetings to facilitate educational partner input and participation in the development of the LCAP survey and the LCAP. This process included an analysis of individual family needs, new funding initiatives, an analysis of district data, and discussion, review and development of goals and actions.

Important LCAP Dates:

January 29, 2025 - Survey Opened

February 28, 2025 - Staff and Family Survey Closed

March 7, 2025 - Student Survey Closed

March 1 - April 2, 2025 - Survey responses analyzed

March 31, 2025 - Ventura County SELPA consultation

April 3, 2025 - Survey results shared and discussed at LCAP SAC

April 3, 2025 - Survey results shared and discussed at LCAP PAC & DELAC

April 29, 2025 - Survey results shared at a Regularly Scheduled Board Meeting

April 30, 2025 - Survey results shared with District Leadership Team

Early to mid-May 2025 - Principals share survey results with their staff

May 12, 2025 - Survey results posted online for community to review

May 15, 2025 - LCAP Draft presented and discussed with LCAP SAC

May 16, 2024 - LCAP Draft presented and discussed to LCAP PAC and DELAC

June 4, 2025 - LCAP Draft presented and discussed with District Leadership Team

June 10, 2025 - LCAP Public Hearing

June 17, 2025 - LCAP Approval at Regularly Scheduled Board Meeting

The superintendent did not have to respond in writing regarding feedback on the 2025-26 LCAP.

All educational partners including teachers, principals, administrators, other school personnel, local bargaining units, parents, students, and Special Education Local Plan Area (SELPA) administrators were consulted with and provided input and feedback into the development of the 2024-27 LCAP goals and actions.

The Oak Park Unified School District LCAP (Local Control and Accountability Plan) reflects the priorities of the district's educational partners, including parents, students, and staff. On the 2025 LCAP Educational Partner Survey, families and staff shared a strong focus on school safety (Goal 2) and STEM education (Goals 1 & 3), recognizing the need for secure learning environments and continued investment in science and technology. Families and students both emphasized the importance of homework and classwork support (Goal 1) as well as extracurricular opportunities (Goal 2), pointing to a shared interest in balancing academics with enrichment. Staff uniquely prioritized academic support and tutoring (Goal 1) and increased access to counselors (Goal 2), reflecting their direct experience with student needs. Students highlighted access to rigorous courses (Goal 1) and nutrition and wellness (Goal 2) as key priorities, underscoring the value they place on both academic challenge and overall well-being. Survey results can be found at: https://www.oakparkusd.org/Page/11077.

Educational partner input directly influenced several updates to the adopted LCAP actions. In response to strong support for STEM education, the district updated multiple actions to reflect a systemwide focus on mathematics and technology. These include rolling out a single-year Algebra I course for all students and purchasing IXL software for grades 6–12 (Action 1.10), initiating the pilot process for new secondary math materials (Action 3.14), launching a student phishing awareness campaign through Cybernut (Action 3.15), and partnering with CSU Channel Islands to offer an advanced math dual enrollment course (Action 3.1). Feedback emphasizing academic rigor and support led to the addition of a third built-in support day at Oak Park High School (Action 1.2) and the restructuring of the MCMS Homework Club to increase student access by hiring additional staff (Action 1.3). To expand extracurricular opportunities, the district added a Superintendent's Student Leadership Committee (Action 2.6), expanded GATE exploration activities (Action 2.11), introduced a new drama elective at MCMS (Action 2.12), and added career exploration experiences for secondary students (Action 3.17). Additionally, concerns raised by families and students informed a new capital and facility needs assessment to guide restroom improvements across school sites (Action 3.5).

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Maintain "Blue" on CA Dashboard for ELA and Math CAASPP (State Priority 2A- State Standards, State Priority 4A- Pupil Achievement)	Fall 2023 CA Dashboard ELA: All Students- Blue 78.3 points above standard English Learners- Green 40.1 points above standard Low Income- Blue 53.9 points above standard Foster Youth *	Fall 2024 CA Dashboard ELA: All Students- Green 73.1 points above standard English Learners- Green 13.7 points above standard LTEL (new for 24/25) - * 18.7 points below standard		Fall 2026 CA Dashboard ELA: All Students- Blue 80 points above standard English Learners- Blue 45 points above standard Low Income- Blue 58 points above standard Foster Youth *	Year 1 Difference from Baseline ELA: All student- Down one performance level (Blue to Green) Declined 5.1 points English Learners- Maintained performance level (Green) Declined 26.4 points LTEL- N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities- Yellow 29.7 points below standard Asian- Blue 111.4 points above standard Black/African American- Yellow 32.5 points below standard Hispanic- Blue 46.1 points above standard White- Blue 67.2 points above standard Math: All Students- Blue 56.8 points above standard English Learners- Blue 45.5 points above standard Low Income- Blue 22.8 points above standard Foster Youth *	Low Income- Green 39.8 points above standard Foster Youth * Students with Disabilities- Orange 40.9 points below standard Asian- Blue 109.2 points above standard Black/African American- * 22.7 points below standard Hispanic- Blue 50.3 points above standard White- Green 58.7 points above standard Math: All Students- Blue 55.6 points above standard		Students with Disabilities- Blue 10 points above standard Asian- Blue 115 points above standard Black/African American- Blue 10 points above standard Hispanic- Blue 51 points above standard White- Blue 71 points above standard Math: All Students- Blue 60 points above standard English Learners- Blue 50 points above standard Low Income- Blue 28 points above standard	Low Income- Down one performance level (Blue to Green) Declined 14.1 points Foster Youth * Students with Disabilities- Down one performance level (Yellow to Orange) Declined 11.2 points Asian- Maintained performance level (Blue) Maintained -2.2 points Black/African American- * Increased 9.8 points Hispanic- Maintained performance level (Blue) Increased 4.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities- Yellow 49.9 points below standard Asian- Blue 110.9 above standard Black/African American- Yellow 69.5 points below standard Hispanic- Green 12.7 points above standard White- Blue 38 points above standard *No data available for student group due to small sample size.	English Learners- Green 30.1 points above standard LTEL (new for 24/25) - * 37.8 points below standard Low Income- Green 14.8 points above standard Foster Youth * Students with Disabilities- Orange 50.6 points below standard Asian- Blue 114.3 above standard Black/African American- * 62.3 points below standard Hispanic- Green 14 points above standard White- Green		Foster Youth * Students with Disabilities- Blue 10 points above standard Asian- Blue 115 points above standard Black/African American- Blue 10 points above standard Hispanic- Blue 18 points above standard White- Blue 42 points above standard *No data available for student group due to small sample size.	White- Down one performance level (Blue to Green) Declined 8.4 points Math: All students- Maintained performance level (Blue) Maintained -1.2 points English Learners- Down one performance level (Blue to Green) Declined 15.4 points LTEL- N/A Low Income- Down one performance level (Blue to Green) Declined 7.9 points Foster Youth * Students with Disabilities- Down one performance level (Yellow to Orange) Declined 6.1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			34.4 points above standard *No data available for student group due to small sample size.			Asian- Maintained performance level (Blue) Increased 3.4 points Black/African American- * Increased 7.2 points Hispanic- Maintained performance level (Green) Maintained 1.3 points White- Down one performance level (Blue to Green) Declined 3.6 points
1.2	Maintain "Blue" on CA Dashboard for English Learner Progress (State Priority 2B- State Standards, State Priority 4E- Pupil Achievement, State Priority 7B-Course Access)	2023 Fall CA Dashboard English Learner Progress- Blue	2024 Fall CA Dashboard English Learner Progress- Orange		2026 Fall CA Dashboard English Learner Progress- Blue	Year 1 Difference from Baseline Down three performance levels (Blue to Orange)
1.3	Maintain "Blue" on CA Dashboard for	2023 Fall CA Dashboard	2024 Fall CA Dashboard		2026 Fall CA Dashboard	Year 1 Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Graduation Rate with a graduation rate of 100% (State Priority 5E- Pupil Engagement, State Priority 7B-Course Access)	"Blue" for Graduation Rate Graduation rate 2022-23 on CA Dashboard: All Students- 97.1% English Learners * Low Income- 96.8% Foster Youth * SPED * Asian- 96.2% Hispanic- 98.1% White- 97.2%	"Blue" for Graduation Rate Graduation rate 2023-24 on CA Dashboard: All Students- 97.7% English Learners * Long Term English Learners * Low Income- 99% Foster Youth * SPED * Asian- 97.8% Hispanic- 98.2% White- 96.9% *No data available for student group due to small sample size. Long Term English Learners (LTELs) were added as a student group to		"Blue" for Graduation Rate Graduation rate 2025-26 on CA Dashboard: All Students- 100% English Learners * Low Income- 100% Foster Youth- 100% SPED- 100% Asian- 96.2% Hispanic- 98.1% White- 97.2%	Graduation rate 2023-24 on CA Dashboard: Maintained performance level (Blue) All students- Maintained 0.6% English Learners * LTEL- N/A Low Income- Increased 2.2% Foster Youth * SPED * Asian- Increased 1.7% Hispanic- Maintained 0.1% White- Maintained -0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the Fall 2024 CA Dashboard.			
1.4	Increase CAASPP scores districtwide for all student groups CA Dashboard (State Priority 2A- State Standards, State Priority 4A- Pupil Achievement, State Priority 7B-Course Access)	2023 CAASPP Data: ELA: All Students- 81.07% At or Above Standard English Learners- 44.0% LTELs * Low Income- 74.3% Foster Youth * Students with Disabilities- 34.4% Math: All Students- 73.66% At or Above Standard English Learners- 51.79% LTELs * Low Income- 63.07% Foster Youth *	2024 CAASPP Data: ELA: All Students- 80.1% At or Above Standard English Learners- 43.64% LTELs * Low Income- 71.47% Foster Youth * Students with Disabilities- 33.95% Math: All Students- 73.0% At or Above Standard English Learners- 58.62% LTELs *		2026 CAASPP Data: ELA: All Students- 85% At or Above Standard English Learners- 55% LTELs- 60% Low Income- 80% Foster Youth- 80% Students with Disabilities- 50% Math: All Students 80% At or Above Standard English Learners- 57% LTELs- 62% Low Income- 68%	Year 1 Difference from Baseline ELA: All Students- Down 0.97% English Learners- Down 0.36% LTELs- N/A Low Income- Down 2.83% Foster Youth * Students with Disabilities- Down 0.45% Math: All Students- Down 0.66% English Learners- Up 6.83% LTELs- N/A Low Income- Down 2.62%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities- 28.76% Science: All Students- 72.58% At or Above Standard English Learner- 31.58% LTELs * Low Income- 58.5% Foster Youth * Students with Disabilities- 23.53% Grades 3-5: ELA- 78.91% Math- 77.67% Grade 5: Science- 74.31% Grades 6-8: ELA- 79.31%	Low Income- 60.45% Foster Youth * Students with Disabilities- 26.83% Science: All Students- 73.16% At or Above Standard English Learner- 21.43% LTELs * Low Income- 59.21% Foster Youth * Students with Disabilities- 37.7% Grades 3-5: ELA- 77.52% Math- 76.8% Grade 5: Science- 76.41%		Foster Youth- 80% Students with Disabilities- 50% Science: All Students- 80% English Learners- 50% LTELs- 55% Low Income- 64% Foster Youth- 80% Students with Disabilities- 50% Grades 3-5: ELA- 85% Math-80% Grade 5: Science- 80% Grades 6-8:	Foster Youth * Students with Disabilities- Down 1.93% Science: All Students- Up 0.58% English Learner- Down 10.15% LTELs- N/A Low Income- Up 0.71% Foster Youth * Students with Disabilities- Up 14.17% Grades 3-5: ELA- Down 1.39% Math- Down 0.87% Grade 5: Science- Up 2.1% Grades 6-8: ELA- Down 3.05%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math- 71.52% Grade 8: Science- 63.66% Grade 11: ELA- 89.71% Math- 70.11% HS Science- 79.13% *In order to protect student privacy, data is suppressed because 10 or fewer students tested.	Grades 6-8: ELA- 76.26% Math- 71.33% Grade 8: Science- 67.03% Grade 11: ELA- 88.82% Math- 69.37% HS Science- 80.92% *In order to protect student privacy, data is suppressed because 10 or fewer students tested.		ELA- 85% Math- 80% Grade 8: Science- 80% Grade 11: ELA- 91% Math- 80% HS Science- 80%	Math- Down 0.19% Grade 8: Science- Up 3.37% Grade 11: ELA- Down 0.89% Math- Down 0.74% HS Science- Up 1.79%
1.5	High School/Middle School Drop Out Rate Local Data/CA Dashboard (State Priority 5D- Pupil Engagement, State Priority 7B-Course Access)	No dropouts in middle or high school, 0% rate (Q SIS 2022-23).	No dropouts in middle school, 0.26% rate in high school (Q SIS 2023-24)		No dropouts, 0% rate (Q SIS 2025-26).	Year 1 Difference from Baseline Middle school maintained High school decreased 0.26%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Reduce Percentage of Students with Ds & Fs (State Priority 4B-Student Achievement, State Priority 7B-Course Access, State Priority 8-Pupil Outcomes)	OPHS Semester 1 (Q SIS 2023-24) English Learners- 5.3% LTELs- 4.5% Low Income- 22.9% Foster Youth * Students with Disabilities- 21.1% Black/African American- 4.5% Hispanic- 26.7% White- 55.5% MCMS Quarter 2 (2023/24) English Learners- 2.0% LTELs- 1.6% Low Income- 28.5% Foster Youth * Students with Disabilities- 19.1%	OPHS Semester 1 (Q SIS 2024-25) English Learners- 3.6% LTELs- 0.3% Low Income- 18.9% Foster Youth * Students with Disabilities- 17.7% Black/African American- 2.4% Hispanic- 25.1% White- 51.8% MCMS Quarter 2 (2024/25) English Learners- 13.8% LTELs- 0.5% Low Income- 40.2% Foster Youth *		OPHS Semester 1 (Q SIS 2026-27) English Learners- 1.1% LTELs- 0.5% Low Income- 14.1% Foster Youth 0.5% Students with Disabilities- 5.8% Black/African American- 2.6% Hispanic- 11.9% White- 53.9% MCMS Quarter 2 (2026/27) English Learners- 2.0% LTELs- 0.5% Low Income- 12.5% Foster Youth- 0.5%	Year 1 Difference from Baseline OPHS Semester 1 (Q SIS 2024-25) English Learners- Down 1.7% LTELs- Down 4.2% Low Income- Down 4.0% Foster Youth * Students with Disabilities- Down 3.4% Black/African American- Down 2.1% Hispanic- Down 1.6% White- Down 3.7% MCMS Quarter 2 (2024/25) English Learners- Up 11.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Black/African American- 4.5% Hispanic- 21.5% White- 63.8% *No data available for student group due to small sample size.	Students with Disabilities- 9.5% Black/African American- 2.6% Hispanic- 14.3% White- 75.1% *No data available for student group due to small sample size.		Students with Disabilities- 7.1% Black/African American- 2.2% Hispanic- 10.7% White- 55.6%	LTELs- Down 1.1% Low Income- Up 11.7% Foster Youth * Students with Disabilities- Down 9.6% Black/African American- Down 1.9% Hispanic- Down 7.2% White- Up 11.3%
1.7	ELPAC Assessment Data from ETS (State Priority 2B- State Standards, State Priority 4E- Pupil Achievement, State Priority 7B-Course Access)	2022-23 ELPAC- 47.89% Proficient	2023-24 ELPAC- 37.5% Proficient		2025-26 ELPAC- 53% Proficient	Year 1 Difference from Baseline ELPAC- Down 10.39%
1.8	Reclassification Rate- CDE DataQuest (State Priority 2B- State Standards, State Priority 4F- Pupil Achievement)	2023-24 Reclassification Rate- CDE DataQuest 69.2%	2024-25 Reclassification Rate- CDE DataQuest 68.6%		2026-27 Reclassification Rate- CDE DataQuest 74%	Year 1 Difference from Baseline 2024-25 Reclassification Rate- Down 0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Increase AP Test Participation and Pass Rate (College Board) (State Priority 4G- Pupil Achievement)	2023 AP Test Overall Participation- 498 students 2023 AP Test Overall Pass Rate- 89% 2023 AP Test Low Income/Fee Reduction Participation- 16 students 2023 AP Test Low Income/Fee Reduction Pass Rate- 86.5% 2023 AP Test Asian Participation- 206 students 2023 AP Test Asian Pass Rate- 89.6% 2023 AP Test Hispanic Participation- 39 students 2023 AP Test White Pass Rate- 85.3% 2023 AP Test White Participation- 197 students 2023 AP Test Hispanic Pass Rate- 83.7%	2024 AP Test Overall Participation- 552 students 2024 AP Test Overall Pass Rate- 93.7% 2024 AP Test Low Income/Fee Reduction Participation- 17 students 2024 AP Test Low Income/Fee Reduction Pass Rate- 86.5% 2024 AP Test Asian Participation- 225 students 2024 AP Test Asian Pass Rate- 92.1% 2024 AP Test Hispanic Participation- 46 students 2024 AP Test White Pass Rate- 89.8%		2026 AP Test Overall Participation- 600 students 2026 AP Test Overall Pass Rate- 90% 2026 AP Test Low Income/Fee Reduction Participation- 25 students 2026 AP Test Low Income/Fee Reduction Pass Rate- 90% 2026 AP Test Asian Participation- 250 students 2026 AP Test Asian Pass Rate- 90% 2026 AP Test Hispanic Participation- 50 students 2026 AP Test Hispanic Pass Rate- 90%	Year 1 Difference from Baseline 2024 AP Test Overall Participation- Up 54 students 2024 AP Test Overall Pass Rate- Up 4.7% 2024 AP Test Low Income/Fee Reduction Participation- Up 1 student 2024 AP Test Low Income/Fee Reduction Pass Rate- Maintained 2024 AP Test Asian Participation- Up 19 students 2024 AP Test Asian Pass Rate- Up 2.5% 2024 AP Test Hispanic Participation- Up 7 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 AP Test White Participation- 205 students 2024 AP Test Hispanic Pass Rate- 89.8%		2026 AP Test White Participation- 230 students 2026 AP Test White Pass Rat - 90%	2024 AP Test White Pass Rate- 89.8% (+4.5) 2024 AP Test White Participation- Up 8 students 2024 AP Test Hispanic Pass Rate- Up 6.1%
1.10	FastBridge Data- Local Assessment (State Priority 8- Pupil Outcomes)	2023-24 Spring Screening Data- FastBridge Local Assessment EarlyReading Transitional Kindergarten: At risk- 11% Not at risk- 89% Kindergarten: At risk- 42% Not at risk- 58% CBMRead 1st grade:	2024-25 Spring Screening Data- FastBridge Local Assessment EarlyReading Transitional Kindergarten: At risk- 11% Not at risk- 89% Kindergarten: At risk- 43% Not at risk- 57% CBMRead 1st grade:		2026-27 Spring Screening Data- FastBridge Local Assessement EarlyReading Transitional Kindergarten: At risk- 8% Not at risk- 92% Kindergarten: At risk- 30% Not at risk- 70% CBMRead 1st grade:	Year 1 Difference from Baseline 2024-25 Spring Screening Data- FastBridge Local Assessment EarlyReading Transitional Kindergarten: At risk- Maintained Not at risk- Maintained Kindergarten: At risk- Up 1% Not at risk- Down 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		At risk- 34% Not at risk- 66% 2nd grade: At risk- 24% Not at risk- 76% EarlyMath Kindergarten: At risk- 22% Not at risk- 78% 1st grade: At risk- 20% Not at risk- 80% 2nd grade: At risk- 20% Not at risk- 80%	At risk- 29% Not at risk- 71% 2nd grade: At risk- 31% Not at risk- 69% EarlyMath Kindergarten: At risk- 26% Not at risk- 74% 1st grade: At risk- 22% Not at risk- 78% aMath 2nd grade: At risk- 22% Not at risk- 78%		At risk- 30% Not at risk- 70% 2nd grade: At risk- 20% Not at risk- 80% EarlyMath Kindergarten: At risk- 20% Not at risk- 80% 1st grade: At risk- 15% Not at risk- 85% 2nd grade: At risk- 15% Not at risk- 85%	CBMRead 1st grade: At risk- Down 5% Not at risk- Up 5% 2nd grade: At risk- Up 7% Not at risk- Down 7% EarlyMath Kindergarten: At risk- Up 4% Not at risk- Down 4% 1st grade: At risk- Up 2% Not at risk- Down 2% aMath 2nd grade: At risk- Up 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Not at risk- Down 2%
1.11	Percentage of properly credentialed teachers (State Priority 1A- Basic Services)	2022-23 CA Dashboard Local Indicators Clear Teaching Credential (% of Teaching Full-Time Equivalent): 69.7% Comparison to Statewide Average: Below	2023-24 CA Dashboard Local Indicators Clear Teaching Credential (% of Teaching Full-Time Equivalent): 87.8% Comparison to Statewide Average: Above		2025-26 CA Dashboard Local Indicators Clear Teaching Credential (% of Teaching Full-Time Equivalent): 100% Comparison to Statewide Average: Above	Year 1 Difference from Baseline 2023-24 CA Dashboard Local Indicators Clear Teaching Credential (% of Teaching Full-Time Equivalent): Up 18.1% Comparison to Statewide Average: Above
1.12	Student access to standards-aligned instructional materials (State Priority 1B- Basic Services)	2022-23 CA Dashboard Local Indicators Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	2023-24 CA Dashboard Local Indicators Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0%		2025-26 CA Dashboard Local Indicators Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	Year 1 Difference from Baseline 2023-24 CA Dashboard Local Indicators Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	2nd Grade GATE Screening (Cognitive Abilities Test-CogAT) (State Priority 7B & 7C-Course Access)	CogAT (Age Percentile Rank of 89% or Higher) - Spring 2024 English Learners- 3.3% Low Income- 3.3% Foster Youth- NA Students with Disabilities- 3.3% Black/African American- 0% Hispanic- 3.3% White- 53.3%	CogAT (Age Percentile Rank of 89% or Higher) - Spring 2025 English Learners- 7.7% Low Income- 7.7% Foster Youth- NA Students with Disabilities- 15.4% Black/African American- 2.6% Hispanic- 2.6% White- 53.9%		CogAT (Age Percentile Rank of 89% or Higher) - Spring 2027 English Learners- 9.2% Low Income- 9.2% Foster Youth- NA Students with Disabilities- 12.4% Black/African American- 4% Hispanic- 12% White- 57.4%	Year 1 Difference from Baseline CogAT (Age Percentile Rank of 89% or Higher) - Spring 2025 English Learners- Up 4.4% Low Income- Up 4.4% Foster Youth- NA Students with Disabilities- Up 12.1% Black/African American- Up 2.6% Hispanic- Down 0.7% White- Up 0.6%
1.14	Least Restrictive Environment (LRE) Indicator 5A – General Education Participation (State Priority 7C-Course Access)	Source: 2023-24 Fall CALPADS Report 16.13 ALL- 83% TK- 79% K- 94% 1st- 92%	Source: 2024-25 Fall CALPADS Report 16.13 ALL- 83% TK- 73% K- 83%		Source: 2026-27 Fall CALPADS Report 16.13 ALL- 85% TK- 85% K- 96%	Year 1 Difference from Baseline Source: 2024-25 Fall CALPADS Report 16.13

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	The percentage of students with IEPs served inside the regular class 80% or more of the school day	2nd- 88% 3rd- 90% 4th- 84% 5th- 86% 6th- 42% 7th- 80% 8th- 91% 9th- 95% 10th- 77% 11th- 82% 12th- 71%	1st- 95% 2nd- 96% 3rd- 92% 4th- 89% 5th- 79% 6th- 83% 7th- 68% 8th- 59% 9th- 76% 10th- 100% 11th- 74% 12th- 87%		1st- 94% 2nd- 90% 3rd- 92% 4th- 86% 5th- 88% 6th- 85% 7th- 85% 8th- 93% 9th- 97% 10th- 85% 11th- 85% 12th- 85%	ALL- Maintained TK- Down 6% K- Down 11% 1st- Up 3% 2nd- Up 8% 3rd- Up 2% 4th- Up 5% 5th- Down 7% 6th- Up 41% 7th- Down 12% 8th- Down 32% 9th- Down 19% 10th- Up 23% 11th- Down 8% 12th- Up 16%
1.15	Number of students served in summer remediation programs (Local data) (State Priority 4B-Student Achievement, State Priority 7B-Course Access, State Priority 8-Pupil Outcomes)	Summer 2024 Local Data (as of June 1, 2024) Elementary- 115 students Middle- 75 students High School- 56 students *This metric is designed to record attendance in our summer remediation programs and is dependent on student need.	Summer 2025 Local Data (as of June 1, 2025) Elementary- 110 students Middle- 36 students High School- 46 students *This metric is designed to record attendance in our summer remediation programs and is dependent on student need.		Summer 2027 (as of June 1, 2027) Elementary * Middle * High School * *This metric is designed to record attendance in our summer remediation programs and is dependent on student need.	Year 1 Difference from Baseline Elementary- Down 5 students Middle- Down 39 students High School- Down 10 students *This metric is designed to record attendance in our summer remediation programs and is dependent on student need.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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

Successful Implementation:

- Action 1.1 (Multi-Tiered Systems of Support, MTSS) – Successfully implemented three rounds (fall, winter, and spring) of universal screening, intervention, and progress monitoring. During the 2024–25 school year, 502 students received Tier 2 or 3 reading intervention, and 300 received Tier 2 or 3 math intervention. (Students receiving intervention in multiple rounds are counted more than once.)
- Action 1.2 (Tutoring for 6–12 students) – Oak Park High School (OPHS) staff successfully identified ways to embed additional support time into the master schedule. Their 2025–26 bell schedule will include an additional day with built-in support time. Medea Creek Middle School (MCMS) continued to use FastBridge to identify students with skill gaps in reading and math, and implemented an after-school reading intervention and push-in math support for struggling students.
- Action 1.5 (ELD monitoring and instructional planning software) – Ellevation software was effectively used to monitor English Learner (EL) and Long Term English Learner (LTEL) student progress and support instructional planning. English Language Development (ELD) teams at all sites actively used the platform, and a limited number of classroom teachers began implementation. Continued rollout is planned for next year, with a focus on expanding use through additional training for classroom teachers to further build instructional capacity.
- Action 1.8 (PD to support students with disabilities) – OPUSD implemented three district-led professional development days (August 5, November 1, and March 17), with 84% staff participation. These sessions focused on Universal Design for Learning (UDL) and inclusive practices.
- Action 1.9 (GATE and AP course access) – Gifted and Talented Education (GATE) screening was administered as planned, with slight increases in eligible students in key student groups (e.g., EL and Low Income each increased by 4.4%).
- Action 1.11 (Professional learning for TK–12 staff) – Three district-led professional development days reached 84% of certificated staff. Feedback from post-PD surveys confirmed the relevance and utility of sessions on UDL, generative AI, inclusive practices, and collaboration.
- Action 1.12 (Update elementary report cards) – K–5 teachers developed common benchmark assessments for writing, and grades 3–5 implemented Smarter Balanced interim assessments. ESGI software was purchased for K–2 to support common assessments. This work will continue next year and inform updates to the K–5 report card.
- Action 1.13 (Phonemic awareness PD) – TK–2 teachers received training on the Heggerty phonemic awareness curriculum and the science of reading on August 28 and November 1, 2024.

- Action 1.14 (TK program refinement) – Under the guidance of the Director of Early Childhood Education, transitional kindergarten (TK) teachers developed a report card aligned with the Preschool Transitional Kindergarten Learning Foundations (PTKLFs), similar in structure to the K–5 report card.

Implementation Challenges:

- Action 1.2 (Tutoring for 6–12 students) – A limited number of teachers were available to provide hourly tutoring outside the regular school day.
- Action 1.3 (Homework support 6–12) – While MCMS operated its after-school Homework Club, participation across all secondary sites was limited due to a lack of available teachers for hourly support.
- Action 1.6 (ELD instructional assistants) – The instructional assistant position at OPHS remained unfilled for several months due to staffing challenges; all other ELD Instructional Assistant (IA) positions were filled for 2024–25.

Modified Implementation:

- Action 1.4 (Categorical programs support) – The Categorical Programs Teacher on Special Assignment (TOSA) position was unfilled. Instead, the Administrator of Curriculum and Instruction provided leadership for categorically funded programs and delivered PD for supporting EL, Low Income (LI), Foster Youth (FY), and LTEL students.
- Action 1.7 (LTEL support) – In the absence of a Categorical Programs TOSA, the Administrator of Curriculum and Instruction monitored LTEL D/F data and developed individualized plans focused on language development and grade-level standards.
- Action 1.10 (TK–12 Math Program Enhancement) – Due to staffing shortages, the Math TOSA position was not filled. Instead, the district created three stipend-based Math Coach roles (elementary, middle, and high school). Coaches facilitated math PD with a focus on EL and LI students, supported the Math Community of Practice, and led curriculum review efforts ahead of the adoption process.

Non-implemented Actions:

- All Goal 1 actions were implemented during the 2024–25 school year.

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

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

Expenditure Differences:

- Action 1.2 (Tutoring for 6-12 students) - Budgeted: $48,852; Actual $28,926. The difference is due to a limited number of teachers available to provide additional tutoring support outside of the regular school day through hourly compensation.
- Action 1.3 (Homework support 6-12) - Budgeted: $48,852; Actual $42,901. The difference is due to a limited number of teachers available to provide additional homework support outside of the regular school day through hourly compensation.
- Action 1.7 (LTEL support) - Budgeted: $13,607; Actual: $16,492. The difference is due to the redistribution of responsibilities to the Administrator of Curriculum and Instruction after the district was unable to hire a Categorical Programs TOSA.

LCAP 1.10 (TK–12 Math Program Enhancement) - Budgeted: $98,459; Actual: $75,882. The difference is due to the redistribution of responsibilities to grade span math coaches after the district was unable to hire a Math TOSA.

- Action 1.11 (Professional learning for TK–12 staff) - Budgeted $48,852; Actual: $9,755. The difference is due to overlap with other professional development actions, including Action 1.8. As this was the first year implementing a new professional development model, the district initially overestimated the funding required to facilitate these activities.
- Action 1.12 (Update elementary report cards) - Budgeted: $20,00; Actual: $6,116. The difference is due to an updated project timeline that prioritizes the implementation of common assessments before revising the report card. Additionally, much of the benchmark development occurred during existing professional development days, reducing the need for substitute coverage or additional release time.

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

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

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

Strong Effectiveness:

- Actions 1.1 (MTSS implementation), 1.8 (PD to support students with disabilities), and 1.11 (Professional learning for TK–12 staff) demonstrated strong effectiveness. Tiered intervention systems reached over 800 students with targeted supports in reading and math, and the implementation of three district PD days reached 84% of certificated staff. These days focused on Universal Design for Learning (UDL), inclusive practices, generative AI, and collaborative articulation, with positive feedback indicating sessions were practical and impactful. Additionally, Advanced Placement (AP) test participation and pass rates increased across all groups (e.g., overall pass rate rose from 89% to 93.7%), indicating that expanded access and support were effective.

Emerging Effectiveness:

- Actions 1.2 (Tutoring for 6–12 students) and 1.3 (Homework support 6–12) show emerging effectiveness. First semester D/F data showed reductions in the percentage of students earning D or F grades in several student groups at OPHS, including English Learners (down 1.7%), Low Income (down 4%), and Students with Disabilities (down 3.4%). However, D/F rates increased at MCMS for Low Income students (+11.7%) and English Learners (+11.8%), indicating inconsistent implementation and access to supports across sites.
- Actions 1.4 (Categorical programs support), 1.5 (ELD monitoring and instructional planning software), 1.6 (ELD instructional assistants), and 1.7 (LTEL support) also demonstrate emerging effectiveness. While the English Learner Progress Indicator dropped three performance levels (from Blue to Orange) and the percentage of students scoring proficient on the ELPAC declined by 10.39% (from 47.89% to 37.5%), English Learners' performance on the 2024 CAASPP Math assessment improved by 6.83%

(from 51.79% to 58.62% Met or Exceeded Standard), and decreased only slightly on the ELA assessment (down 0.36%). The 2024–25 Reclassification Rate declined slightly by 0.6% (from 69.2% to 68.6%). Continued monitoring through Ellevation, individualized EL plans, and targeted instructional supports remain critical strategies to strengthen outcomes for English Learners moving forward.

- Action 1.9 (GATE and AP course access): AP participation increased from 498 to 552 students, and the overall AP pass rate improved from 89% to 93.7%. While CogAT screening data shows growth, equity gaps remain in GATE identification (e.g., -0.7% for Hispanic students).
- Action 1.10 (TK–12 Mathematics Program Enhancement): Although English Learners improved in CAASPP Math (+6.83%), performance for Low Income and Students with Disabilities declined, and overall growth was minimal. Planned enhancements (e.g., Algebra I co-teaching, IXL, summer articulation) were developed midyear and may show greater impact next year.
- Action 1.12 (Update elementary report card): Foundational steps were completed this year, including identifying common grade-level assessments and purchasing the tools needed to support consistent data collection. A new ELA curriculum will be piloted in 2025–26, and a report card committee will reconvene in 2026–27 to revise the K–5 report card based on insights from the pilot and use of the identified assessments.
- Action 1.13 (Phonemic awareness PD): FastBridge data showed mixed results in early literacy. For example, 1st grade CBM reading "at risk" rates decreased (from 34% to 29%), while 2nd grade increased (from 24% to 31%). Continued implementation and use of Multitudes is planned.
- Action 1.14 (TK program refinement): Fastbridge data for TK remained stable (11% at risk), indicating a maintained baseline rather than measurable improvement at this stage.

Did Not Achieve Desired Outcome(s):
While all Goal 1 actions show strong or emerging effectiveness, a few academic outcome metrics do not yet meet the desired targets. For example:

- Metric 1.1 (CA Dashboard ELA performance): Overall student performance dropped from Blue to Green, with notable declines among Low Income students (-14.1 points) and Students with Disabilities (-11.2 points).
- Metric 1.4 (CAASPP scores): ELA scores decreased slightly across all student groups (e.g., All Students down 0.97%, Low Income down 2.83%), and Math scores declined for most groups except English Learners.
- Metric 1.2 (English Learner Progress Indicator): Dropped from Blue to Orange.
- Metric 1.7 (ELPAC proficiency): Dropped from 47.89% to 37.5%.

These outcomes indicate that while foundational systems were implemented, additional support structures and instructional refinements are necessary to accelerate progress for all student groups. Planned adjustments—such as expanding access to embedded support time, enhancing Algebra I instruction and collaboration, refining the TK–2 report card and assessments, and deepening professional development related to language acquisition and inclusive practices—represent the next phase in strengthening our academic program.

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

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

Goal Description:

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

Metrics Modified:

- No Goal 1 metrics were modified.
- Added Metric 1.15: Summer remediation participation to quantify the number of students served by our summer remediation programs. (LREBG metric)
- No Goal 1 metrics were moved to another goal.

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

- Modified Action 1.2 (Tutoring for 6–12 students) to include an additional support day at Oak Park High School (OPHS).
- Modified Action 1.3 (Homework support for 6–12 students) to highlight the restructuring of Medea Creek Middle School's (MCMS) Homework Club to ensure student access to support.
- Modified Action 1.4 (Categorical programs support) to reflect the Administrator of Curriculum & Instruction providing the support.
- Modified Action 1.7 (LTEL support) to reflect the Administrator of Curriculum & Instruction providing the support.
- Modified Action 1.8 (PD to support Students with Disabilities, SWD) to include the formation of a UDL committee and specialized training for special education staff as a natural evolution of professional development offerings.
- Modified Action 1.10 (TK–12 math program enhancement) to include an Algebra I co-teaching common planning period, IXL software purchase for MCMS and OPHS, guest teachers for Algebra I articulation days, and summer hourly planning for Algebra I teachers.
- Modified Action 1.13 (Phonemic awareness PD) to include professional development on the Multitudes reading difficulties risk screener, the Science of Reading, and common reading difficulties in children.
- Modified Action 1.14 (TK program refinement) to include the development of pacing guides for all subjects aligned to the Preschool Transitional Kindergarten Learning Foundations (PTKLFs).
- Added Action 1.15: Summer remediation programs for elementary, middle, and high school. This is our LREBG LCAP action.
- No Goal 1 actions were removed.

Expected Outcomes:

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

These modifications align with our effectiveness analysis and implementation experiences from the 2024–25 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Multi-Tiered Systems of Support (MTSS)	Provide Learning Support Teachers, TK-5 MTSS Instructional Assistants, a .1 MTSS Coordinator, FastBridge universal screener and progress monitoring software, and related intervention curriculum to support struggling students. Data and fidelity monitoring by site and district team.	$623,100.00	Yes
1.2	Tutoring for 6-12 students	Expand Multi-Tiered System of Support (MTSS) for secondary students through embedded support time and targeted tutoring interventions. Implementation includes a third support day at Oak Park High School built into the master schedule, after-school English Language Arts intervention at Medea Creek Middle School, and hourly compensation for OPHS teachers who provide academic support on Mondays (non-support days) to students on the D/F list, English Learners, and Low Income students.	$21,087.00	Yes
1.3	Homework Support 6-12	Provide before- and after-school Homework Support for students at MCMS, OPHS, and Oak View High School. Implementation includes increasing the number of MCMS Homework Club stipends from three to five to ensure all English Learners, Low Income students, and students on the D/F list have access to academic support. Teacher hourly compensation will continue to be available for Oak View High School to provide targeted math support. Schools will also continue to explore and identify alternative schedules that embed student support time and teacher collaboration.	$32,376.00	Yes
1.4	Categorical Programs Support	Provide support for categorically funded programs through leadership and professional development delivered by the Administrator of Curriculum and Instruction (0.32 FTE). In the absence of a dedicated Categorical Programs TOSA, the Administrator supports instructional planning, professional development, and monitoring efforts for English Learners, Low Income, Foster Youth, and Long-Term English Learners (LTELs).	$57,821.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	English Language Development (ELD) Monitoring and Instructional Planning Software	Purchase Ellevation software, a data and instructional planning platform to build teacher capacity and assist with English Learner and Long Term English Learner student monitoring. Utilize EL Achieve to support students with English Language Acquisition (Not funded with categorical funds).	$15,250.00	Yes
1.6	English Language Development (ELD) Instructional Assistants (IAs)	Provide instructional assistants for English Learners in grades TK-12 to support them with English language acquisition through classroom support including integrated and designated ELD.	$117,066.00	Yes
1.7	Long Term English Learner (LTELs) Support	Monitor LTEL D/F data and create individualized EL plans focusing on language acquisition and grade level standards for all Long Term English Learners. (.10 FTE Administrator of Curriculum & Instruction)	$18,070.00	Yes
1.8	Professional Development to Support Students with Disabilities	Provide professional development to support Students with Disabilities (SWD) and promote inclusive practices through the district's Universal Design for Learning (UDL) framework. Implementation includes the creation of a districtwide UDL Committee to guide ongoing professional learning and systemwide alignment. Specialized training for special education staff is also provided to strengthen instructional practices and better support diverse learner needs.	$88,000.00	No
1.9	GATE and Advanced Placement (AP) Course Access	Increase access to GATE and AP courses and increase participation of historically underrepresented groups by utilizing the CogAT GATE screener, providing GATE site coordinators, updating course prerequisites and hiring a part-time AP testing coordinator.	$19,166.00	No
1.10	TK-12 Mathematics Program Enhancement	Enhance the TK–12 math program through continued support for standards-aligned instruction and equitable student outcomes. Implementation includes an Algebra I co-teaching planning period, purchase of IXL software for Medea Creek Middle School and Oak Park	$94,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
		High School, and funding for guest teachers to support Algebra I articulation days. Hourly compensation provided for Algebra I teachers to engage in summer planning. The Math Community of Practice will continue, along with an elementary math coach stipend to support site-level implementation and collaboration.		
1.11	Meaningful and high leverage professional learning opportunities for TK-12 staff	Create meaningful and high-leverage professional learning opportunities for TK-12 staff in the areas such as UDL/differentiation, generative AI, learning walks, and co-teaching while including opportunities for grade level collaboration and articulation.	$8,000.00	No
1.12	Update elementary report cards	Identify and/or create K-5 common assessments with corresponding updates to the K-5 report card with input from all educational partners, including parents.	$10,689.00	No
1.13	Phonemic Awareness Professional Development	Provide professional development for TK–2 teachers focused on early literacy. Training includes the Multitudes reading difficulties risk screener, the Science of Reading, and common reading difficulties in children. These efforts support early identification and targeted intervention for students at risk of reading challenges.	$9,102.00	No
1.14	TK Program Refinement	Support and refine the Transitional Kindergarten (TK) program through aligned instructional planning and assessment. Implementation includes the development of pacing guides for all subjects aligned to the Preschool Transitional Kindergarten Learning Foundations (PTKLFs) and continued use of a TK report card modeled after the K–5 standards-based report card.	$0.00	No
1.15	Summer remediation programs	LREBG Action Provide summer remediation programs for elementary, middle, and high school students to support academic intervention and credit recovery. Funded through the Learning Recovery Emergency Block Grant (LREBG),	$115,143.00	No

Action #	Title	Description	Total Funds	Contributing
		these programs are designed to help students meet grade-level expectations, address unfinished learning, and earn credits toward graduation. Implementation is aligned with the district's Multi-Tiered System of Support (MTSS) framework to ensure equitable access and targeted support for students most in need. Metric being used to monitor the action: Metric 1.15 LREBG Funds supporting this action: $115,143 per year through 2027-28		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

LCAP Goal 2 combines actions and services included in the prior year's LCAP Goals 2 and 3 to create an overall goal designed to increase communication and engagement of all educational partners. The updated Goal 2 will also include actions to specifically address chronic absenteeism, which was Red on the 2023 CA School Dashboard for Medea Creek Middle School and Red Oak Elementary as well as for English Learners and White students district-wide. The goal was formed based on LCAP survey results (survey results indicated that extra-curricular activities and counseling were top priorities) and local and state data highlighting the need for additional social-emotional support and connectedness to school.

Actions related to student connectedness and engagement formally in Goal 1 and Goal 3 were moved to this new 2024-27 LCAP Goal 2. Goal 1 actions moved to Goal 2 include the addition of Positive Behavior Interventions and Support (PBIS) programs for all school sites, providing comprehensive mental health support, student engagement in shared decision making, providing a director of student support and safety, a district nurse to support overall student wellness, partnering with Challenge Success, providing a variety of clubs/enrichment activities and increasing access to the arts. Former Goal 3 actions designed to expand student/staff well-being initiatives, including continuing to provide increased access to behaviorists/psychologists and the monitoring of counseling and Wellness Center visits will be included in the 2024-27 LCAP Goal 2.

Goal 2 metrics will measure progress towards Goal 2 actions. These metrics provide data in the areas of suspension/expulsion rates, chronic absenteeism/attendance rates, educational partner engagement, school connectedness and counseling visits.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain a suspension rate of under 1% CA Dashboard (State Priority 6A- School Climate)	2023 Fall CA Dashboard All Student Group- 0.9% English Learners- 2.2% Foster Youth * Low-income- 1.9% Students with Disabilities- 1.9% African American- 4.1% *No data available for student group due to small sample size.	2024 Fall CA Dashboard All Student Group- 0.8% English Learners- 1.8% LTEL- 10.5% Foster Youth * Low-income- 1.8% Students with Disabilities- 2.4% African American- 1.6% *No data available for student group due to small sample size.		2026 Fall CA Dashboard All Student Group- Less than 1% English Learners- Less than 1% Foster Youth- Less than 1% Low-income- Less than 1% Students with Disabilities- Less than 1% African American- Less than 1%	Year 1 Difference from Baseline 2024 Fall CA Dashboard All Student Group- Down 0.1% English Learners- Down 0.4% LTEL- 10.5% (NA) Foster Youth * Low-income- Down 0.1% Students with Disabilities- Up 0.5% African American- Down 2.5%
2.2	Reduce Chronic Absenteeism/Maintain or Increase Attendance CA Dashboard (State Priority 5B- Pupil Engagement)	2023 Fall CA Dashboard District Overall All Student Group- 10.8% English Learners- 14.6%	2024 Fall CA Dashboard District Overall All Student Group- 7% English Learners- 4.5%		2026 Fall CA Dashboard All Student Group- 1.5% English Learners- 1.5% Foster Youth- 1.5%	Year 1 Difference from Baseline 2024 Fall CA Dashboard District Overall All Student Group- Down 3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth * Low-income- 13.6% Students with Disabilities- 18.6% Student Groups in Red: White (12.5%) English Learners (14.6%) School Sites in Red: Medea Creek Student groups in Red: Students with Disabilities (28.1%) White (12.3%) Red Oak Student groups in Red: Hispanic (22.2%) White (16.8) *No data available for student group due to small sample size.	Foster Youth * Low-income- 10.8% Students with Disabilities- 10.9% Student Groups in Red: White 8.1% English Learners 4.5% School Sites in Red: Medea Creek Student groups in Red: Students with Disabilities (Yellow, 16.3%) White (Green, 8.9%) Red Oak Student groups in Red: Hispanic (Yellow, 16.4%) White (Green, 9.1%)		Low-income- 1.5% Students with Disabilities- 1.5% No student groups in Red No school sites in Red Medea Creek Student groups in Red: Students with Disabilities (10%) White (8%) Red Oak Student groups in Red: Hispanic (10%) White (8%)	English Learners- Down 10.1% Foster Youth * Low-income- Down 2.8% Students with Disabilities- Down 7.8% Student Groups in Red: No student groups in Red White- Down 4.4% English Learners- Down 10.1% School Sites in Red: No school sites in Red Medea Creek Student groups in Red: Students with Disabilities- Down 11.8% White- Down 3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Red Oak Student groups in Red: Hispanic- Down 5.8% White- Down 7.8%
2.3	Engage educational partners utilizing avenues such as the LCAP survey, to gather input, deliver thorough feedback and ensure a closed loop, with a specific focus on addressing the unique needs of unduplicated pupils and students with disabilities. (State Priority 3A-Parental Involvement and Family Engagement)	2023-24 LCAP Educational Partner Survey (Participation data) LCAP Survey Staff: 249 staff members responded (44.9% of total staff) LCAP Family Survey: 656 parents responded (approximately 21% of families) LCAP Student Survey: 1680 (approximately 74% of students in grades 6-11)	2024-25 LCAP Educational Partner Survey (Participation data) LCAP Survey Staff: 339 staff members responded (55.5% of total staff) LCAP Family Survey: 704 parents responded (approximately 22% of families) LCAP Student Survey: 1593 (approximately 67.1% of students in grades 6-11		2026-27 LCAP Educational Partner Survey (Participation data) LCAP Survey Staff: 50% of total staff LCAP Family Survey: 35% of families LCAP Student Survey: 90% of students in grades 6-11	Year 1 Difference from Baseline 2024-25 LCAP Educational Partner Survey (Participation data) LCAP Survey Staff: Up 90 staff members (Up 10.6%) LCAP Family Survey: Up 48 parents (Up 1%) LCAP Student Survey: Down 87 students (Down 6.9%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Increase the percentage of staff reporting that they feel connected to their school site on the LCAP Climate Survey and increase working environment measure on CA Healthy Kids Survey (State Priority 6C- School Climate)	2023-24 LCAP Educational Partner Survey (Climate data): 89% of staff 'Strongly agree' and 'Agree' that they feel connected to their school site 2023-24 CA Healthy Kids Survey: 86.6% of staff 'Strongly agree' and 'Agree' on working environment measures	2024-25 LCAP Educational Partner Survey (Climate data): 87.9% of staff 'Strongly agree' and 'Agree' that they feel connected to their school site 2023-24 CA Healthy Kids Survey: (not given this school year) NA% of staff 'Strongly agree' and 'Agree' on working environment measures		2026-27 LCAP Educational Partner Survey (Climate data): 92% of staff 'Strongly agree' and 'Agree' that they feel connected to their school site 2025-26 CA Healthy Kids Survey: 92% of staff 'Strongly agree' and 'Agree' on working environment measures	Year 1 Difference from Baseline 2024-25 LCAP Educational Partner Survey (Climate data): Down 1.1% 2024-25 CA Healthy Kids Survey: (not given this school year)
2.5	Counselor visits from Student Information System (Q SIS) (State Priority 5- Pupil Engagement)	As of May 1, 2024: All visits - 7658 English Learner visits - 117 Low Income visits - 1445 Foster Youth visits *	As of May 1, 2025: All visits - 8598 English Learner visits - 290 Low Income visits - 1509 Foster Youth visits *		As of May 1, 2027: All visits* English Learner visits * Low Income visits * Foster Youth visits *	Year 1 Difference from Baseline As of May 1, 2025: All visits - Up 940 visits English Learner visits - Up 173 visits

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*No data available for student group due to small sample size.	*No data available for student group due to small sample size.		*This metric is designed to ensure monitoring of counseling data and refine data collection processes.	Low Income visits - Up 64 visits Foster Youth visits *
2.6	Increase student connectedness (State Priority 6C-School Climate)	2023-24 LCAP Educational Partner Survey (Climate data): 78.8% of students in grades 6-11 'Strongly agree' or 'Agree' that they feel connected to their school site and/or teachers 2023-24 CA Healthy Kids Survey: 84% of 5th grade students responded 'Yes, most of the time' or 'Yes, all of the time' to the school connectedness scale questions 64% of 7th grade students responded 'Strongly agree' or 'Agree' that they feel connected to the school	2024-25 LCAP Educational Partner Survey (Climate data): 71.4% of students in grades 6-11 'Strongly agree' or 'Agree' that they feel connected to their school site and/or teachers CA Healthy Kids Survey (not given in 2024-25): NA% of 5th grade students responded 'Yes, most of the time' or 'Yes, all of the time' to the school connectedness scale questions NA% of 7th grade students responded		2026-27 LCAP Educational Partner Survey (Climate data): 85% of students in grades 6-11 'Strongly agree' or 'Agree' that they feel connected to their school site and/or teachers 2025-26 CA Healthy Kids Survey: 90% of 5th grade students responded 'Yes, most of the time' or 'Yes, all of the time' to the school connectedness scale questions 70% of 7th grade students	Year 1 Difference from Baseline 2024-25 LCAP Educational Partner Survey (Climate data): Down 7.4% CA Healthy Kids Survey (not given in 2024-25)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		connectedness scale questions 65% of 9th grade students responded 'Strongly agree' or 'Agree' that they feel connected to the school connectedness scale questions 67% of 11th grade students responded 'Strongly agree' or 'Agree' that they feel connected to the school connectedness scale questions	'Strongly agree' or 'Agree' that they feel connected to the school connectedness scale questions NA% of 9th grade students responded 'Strongly agree' or 'Agree' that they feel connected to the school connectedness scale questions NA% of 11th grade students responded 'Strongly agree' or 'Agree' that they feel connected to the school connectedness scale questions		responded 'Strongly agree' or 'Agree' that they feel connected to the school connectedness scale questions 70% of 9th grade students responded 'Strongly agree' or 'Agree' that they feel connected to the school connectedness scale questions 70% of 11th grade students responded 'Strongly agree' or 'Agree' that they feel connected to the school connectedness scale questions	
2.7	High School/Middle School Drop Out Rate (CALPADS and Q SIS) (State Priority 5C & 5D-Pupil Engagement)	2022-23 No dropouts for both middle school and high school, 0% rate (Q SIS)	2023-24 No dropouts in middle school (Q SIS) 0.26% dropout in high school (Q SIS)		2025-26 Maintain 0%	Year 1 Difference from Baseline Middle school maintained High school decreased 0.26%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Expulsion (CALPADS and Q SIS) (State Priority 6B- School Climate)	2022-23 No expulsion, 0% rate (Q SIS)	2023-24 No expulsion, 0% rate (Q SIS)		2025-26 Maintain 0%	Year 1 Difference from Baseline 2023-24 Maintained
2.9	School Attendance Rate (CALPADS) (State Priority 5A- Pupil Engagement)	2022-23 All students- 95.2% English Learners- 93.5% Low Income- 94.3% Student with Disabilities- 92.7% Black/African American- 95.5% Hispanic- 94.6% White- 95.0%	2023-24 All students- 97.3% English Learners- 94.6% Low Income- 95.6% Student with Disabilities- 94.0% Black/African American- 95.8% Hispanic- 94.7% White- 95.4%		2025-26 All students- 97% English Learners- 97% Low Income- 97% Student with Disabilities- 97% Black/African American- 97% Hispanic- 97% White- 97%	Year 1 Difference from Baseline 2023-24 All students- Up 2.1% English Learners- Up 1.1% Low Income- Up 1.3% Student with Disabilities- Up 1.3% Black/African American- Up 0.3% Hispanic- Up 0.1% White- Up 0.4%

Goal Analysis [2024-25]

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

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

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

Successful Implementation:

- Actions 2.2 (Reduce chronic absenteeism) and 2.14 (Chronic absenteeism monitoring) were successfully implemented. Attendance plans were developed and implemented at Medea Creek Middle School (MCMS) and Red Oak Elementary School (ROES). Schools conducted routine parent communication reinforcing the importance of regular attendance. Additionally, the Director of Student Support and School Safety facilitated School Attendance Review Team (SART) meetings for students experiencing attendance challenges. These efforts contributed to improved tracking and support for students at risk of chronic absenteeism.
- Action 2.3 (Engage educational partners) - All site and district committees met during the 2024-25 school year, and were used as avenues to gather educational partner input.
- Actions 2.5 (Comprehensive mental health support), Action 2.7 (Continue position of Director of Student Support and School Safety), 2.8 (Provide a district nurse to support overall student wellness), and 2.13 (Hire an additional Assitant Principal at OPHS to support counseling department and social-emotional wellbeing initiatives) were all successfully implemented this school year. These services are essential to ensuring students' academic success by providing the comprehensive support necessary for them to thrive and achieve at their highest potential.
- Action 2.10 (Monitor the number, type, and frequency of counselor and Wellness Center visits) was implemented as planned with an emphasis on improving data consistency and accuracy. A collaborative team of site and district administrators, along with counseling and school psychology staff, reviewed and standardized the "student visit codes" used in the Q student information system. A uniform coding structure and accompanying procedural handbook were developed to ensure consistent data entry across all school sites. This refinement enables more accurate tracking and analysis of student support services, which will inform future planning and targeted interventions.
- Action 2.11 (Provide a variety of clubs, athletic, and enrichment activities for TK–12 students before, during, and after school) was successfully implemented. Students at both Oak Park High School and Medea Creek Middle School participated in a wide range of clubs, athletic programs, and academic teams that supported engagement and enrichment beyond the classroom. MCMS also partnered with a local business to host a student Escape Room challenge. GATE students at the elementary and middle school levels participated in after-school explorations led by middle and high school staff, with offerings such as art therapy, robotics, and creative writing. Elementary schools sent teams to local and county competitions, including Battle of the Books, Mathlete Challenge, Math Olympiad, and a district spelling bee. Two elementary sites also facilitated before-school run clubs for students and families. Oak Park Independent School held several in-person engagement events, and Oak View High School students participated in an acting class. Providing opportunities for students to pursue interests beyond academics continues to be a district priority.
- Action 2.12 (Access to the Arts) was successfully implemented across all school sites. Elementary schools pooled their Proposition 28 funds to hire a full-time music teacher shared among the three sites and purchased string instruments and recorders for student use. Secondary schools used their site allocations to support arts programs by purchasing a new kiln, fine art supplies, and a

digital/audio station, as well as funding teacher Full Time Equivalent (FTE) or stipends for accompanists and music coaches. These investments expanded student access to arts instruction and enhanced program quality across grade levels.

Implementation Challenges:

- Action 2.6 (Student engagement in shared decision making) proved challenging, as many students are involved in extracurricular activities after school. Changes in communication strategies were employed to increase participation.
- Action 2.4 (Increase staff connectedness and engagement to build collective efficacy) faced challenges despite targeted efforts to strengthen staff connectedness and engagement. While feedback was collected through staff surveys and participation in district initiatives such as the Ethnic Studies Instructional Materials Committee and Math Coach leadership roles, staff climate survey results showed a slight decline in reported connectedness. This suggests that the implemented strategies did not sufficiently address staff perceptions of belonging and engagement. Additional input was collected in May 2025 to inform adjustments for the 2025–26 school year.

Modified Implementation:

- Action 2.1 (PBIS programs for all school sites) was modified to focus on the development and refinement of PBIS programs at the elementary level. This work was led by the district's MTSS Coordinator, with a portion of their assignment expensed to this action. In addition, OPUSD purchased Tier 2 curriculum to support counselors in delivering targeted interventions for students identified through site data team meetings. This effort underscores the importance of consistent student visit code entry as outlined in Action 2.10, to ensure accurate identification and support of student needs.
- Action 2.9 (Partner with Challenge Success to improve student and staff wellbeing) was implemented differently than originally planned. Based on feedback from the LCAP Climate Survey and post-professional development (PD) surveys, the district opted not to provide targeted PD on Challenge Success policies and procedures this year. Instead, surveys were administered to middle and high school staff to further explore themes from prior feedback. The results will inform the development of high-leverage, staff-identified PD for the upcoming year (Action 1.11). This shift in implementation was made to increase the relevance and impact of PD offerings and may also support improvements in staff connectedness, as monitored in Action 2.4.

Non-implemented Actions:

- All Goal 2 actions were implemented during the 2024–25 school year.

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

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

Expenditure Differences:

- Action 2.1 (PBIS programs for all school sites) - Budgeted: $41,000; Actual $23,696. The difference is due to Year 1 implementation focusing primarily on elementary PBIS programs and the purchase of Tier 2 curriculum for school and wellness counselors, rather

than full districtwide implementation. As the grant funding this action is expiring, funding for next year has been reduced. With this shift, site teams will focus on sustaining and refining their existing PBIS matrices to continue the work with fewer resources.

- Action 2.3 (Engage educational partners) - Budgeted: $1,500; Actual $123. The difference is due to most educational partner engagement occurring virtually through Google Meets. For 2025–26, school sites have identified specific in-person engagement activities and will utilize allocated funds accordingly.
- Action 2.9 (Partner with Challenge Success to improve student and staff wellbeing) - Budgeted: $5,000.; Actual $4,200. The difference is due to the lower cost of survey administration compared to professional development services.
- Action 2.11 (Provide a variety of clubs, athletic, and enrichment activities for TK-12 students before, during, and after school) - Budgeted: $25,500; Actual $9,661. The difference is due to unspent site funds, as several enrichment activities were supported through Parent Teacher Organization (PTO) funding.
- Action 2.12 (Access to the Arts) - Budgeted: $511,812; Actual $395,282. The difference is due to the need to use unspent prior year funds before drawing from current year allocations, along with unspent funding at elementary and alternative sites resulting from smaller site allocations. After pooling funds to hire a full-time music teacher and purchasing instruments, the remaining elementary site allocations were too limited to support additional meaningful arts initiatives. Sites are collaborating to determine how to use these remaining funds next year to expand student access to the arts.
- Action 2.13 (Hire an additional AP at OPHS to support counseling department and social-emotional wellbeing initiatives) - Budgeted: $176,116; Actual $76,546. The difference is due to the position being co-funded with other LCAP actions—0.2 FTE in Action 2.5 and 0.4 FTE in Action 3.13—resulting in a reduction from 1.0 FTE under this action to 0.4 FTE.

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

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

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

Strong Effectiveness:

- Action 2.2 (Reduce chronic absenteeism) and Action 2.14 (Chronic absenteeism monitoring) demonstrated strong effectiveness. Metric 2.2 (Chronic absenteeism rate) improved across all reported student groups, with significant decreases for English Learners (–10.1%) and Students with Disabilities (–7.8%). These results reflect improved attendance planning, family engagement, and follow-up via SART meetings.
- Action 2.3 (Engage educational partners) was also highly effective, as shown by increased participation in the LCAP Educational Partner Survey: staff responses rose by 10.6%, and families by 1% (Metric 2.3).
- Action 2.5 (Comprehensive mental health support), Action 2.7 (Director of Student Support and School Safety), Action 2.8 (District nurse), and Action 2.13 (Additional AP at OPHS) supported a robust system of wrap-around services. These contributed to

maintaining a low suspension rate (0.8%) and 0% expulsion rate (Metrics 2.1 and 2.8), while increasing counselor visits by 940 across all schools (Metric 2.5).

- Action 2.12 (Access to the Arts) expanded arts instruction across all grade spans. Elementary music programs and secondary site investments improved student access to arts education. In addition to stipends for music coaches and accompanists, a full time (1.0 FTE) teacher was hired to teach elementary music, and 0.2 FTE was added at Oak Park High School for a Music Theory course.
- Action 2.11 (Clubs, athletics, and enrichment activities) provided extensive extracurricular opportunities, supporting school connectedness and engagement. At Oak Park High School (OPHS), students participated in 131 student-run clubs, 26 sports teams, and numerous competitive teams such as Future Business Leaders of America, Speech & Debate, and Mock Trial. Medea Creek Middle School (MCMS) offered 35 clubs, 8 All Star Sports teams (flag football, basketball, soccer, and volleyball), a Cheer squad, and academic teams including Math Counts, Mock Trial, and Science Olympiad.

Emerging Effectiveness:

- Action 2.1 (PBIS programs for all school sites) showed emerging effectiveness. While implementation shifted to focus on elementary sites and Tier 2 supports, the foundation for long-term school climate improvement was strengthened.
- Action 2.10 (Monitor counselor and Wellness Center visits) was fully implemented with systemwide improvements to data consistency and accuracy. Although Metric 2.5 (Counselor visits) increased, additional cycles of analysis are needed to evaluate the impact of support services on student wellness outcomes.
- Action 2.6 (Student engagement in decision making) showed emerging effectiveness. Participation was initially limited due to scheduling conflicts with extracurricular activities. Adjustments for next year include launching a Superintendent's Student Leadership Committee.
- Action 2.4 (Increase staff connectedness and engagement) also showed emerging effectiveness. Although staff feedback was collected through surveys and committee work, Metric 2.4 (Staff connectedness) declined by 1.1% (from 89% to 87.9%) on the LCAP Climate Survey, and Healthy Kids Survey results were not available this year. Continued focus on relevant PD and staff voice is planned to address this.
- Action 2.9 (Partner with Challenge Success) was modified to gather deeper staff input via survey in lieu of formal PD. This shift may yield long-term improvements in staff well-being and will inform future PD planning.

Did Not Achieve Desired Outcome(s):

- Action 2.6 (Student engagement in decision making) did not fully meet expectations based on current student feedback and decreased connectedness. Metric 2.6 (Student connectedness) declined by 7.4% among students in grades 6–11, despite expanded extracurriculars and engagement opportunities.
- Action 2.10 (Monitor counselor and Wellness Center visits)—while technically implemented—did not prevent an increase in Metric 2.7 (High school dropout rate), which rose from 0% to 0.26%. This suggests that earlier or more intensive interventions may be needed to reduce dropout risk.

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

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

Goal Description:

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

Metrics Modified:

- No Goal 2 metrics were modified.
- No Goal 2 metrics added.
- No Goal 2 metrics were moved to another goal.

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

- Modified Action 2.1 (PBIS programs for all school sites) to include elementary site discretionary funds for PBIS training and materials.
- Modified Action 2.5 (Comprehensive mental health support) to align more closely with the district's unduplicated student count of approximately 17%. Supplemental funding for our academic counselors, Wellness Center counselors, school psychologists, and behaviorists has been adjusted from 0.2 FTE to 0.17 FTE. The Dean of Students at MCMS and the Assistant Principal at OPHS will continue to be funded at 0.2 FTE to support EL and Low Income student well-being, behavior intervention, and access to mental health services.
- Modified Action 2.6 (Student engagement in decision making) to include a new Superintendent's Student Leadership Committee.
- Modified Action 2.9 (Partner with Challenge Success to improve student and staff well-being) to include hosting 2 webinars on student well-being and the college application process.
- Modified Action 2.11 (Provide a variety of clubs, athletic, and enrichment activities for TK-12 students before, during, and after school) to include stipends for OPHS National Honor Society and California Scholarship Federation advisors and site discretionary funds for Oak View High School (OVHS) and Oak Park Independent School (OPIS) student enrichment activities.
- Modified Action 2.12 (Access to the Arts) to include 0.2 FTE for a new drama elective at MCMS.
- No Goal 2 actions were added.
- No Goal 2 actions were removed.

Expected Outcomes:

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

These modifications align with our effectiveness analysis and implementation experiences from the 2024-25 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior Interventions and Support (PBIS) programs for all school sites	Support Positive Behavioral Interventions and Supports (PBIS) implementation across all school sites to promote a safe and inclusive school climate. This includes ongoing development and refinement of PBIS systems, with a focus on elementary sites. Elementary schools will receive site discretionary funds to support PBIS training, materials, and resources aligned with their schoolwide behavior goals.	$5,500.00	No
2.2	Reduce Chronic Absenteeism	Create attendance plans for Medea Creek Middle School and Red Oak Elementary School, which will include parent communication about the importance of regular school attendance. 2023 CA School Dashboard Lowest Performing Area Focus: Site attendance plans will ensure a comprehensive approach to supporting school attendance, including parent education on the importance of regular school attendance, data monitoring for student groups in the lowest performance level, and action steps to document and follow up on absences.	$0.00	No
2.3	Engage Educational Partners	Engage educational partners utilizing avenues such as the LCAP survey, to gather input, deliver thorough feedback and ensure a closed loop, with a specific focus on addressing the unique needs of unduplicated pupils and students with disabilities. Gather input from educational partners through surveys, LCAP Parent Advisory Committee, LCAP Student advisory Committee, staff meetings, School Site Council, ELAC, DELAC, district committees, and other school functions to ensure that OPUSD's educational program reflects the educational community's input. Continue to update and refine educational partner surveys based on educational partner feedback. Continue to Provide a Public Information and Strategic Communications Officer position to assist with the development and refinement of a coordinated process for communications.	$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
		For Low Income pupils: Partner with parents to support their children's education through collaborative connections, referrals, and parent education. For English Learners: Address the specific communication and support needs for families of English Learners and present information about the importance of regular school attendance at DELAC meetings to reduce district-wide English Learner chronic absenteeism. Provide additional instructional assistants to support EL aides during mandatory English Language Proficiency Assessment for CA (ELPAC) For Foster Youth: Appoint senior staff member as liaison to work with students and their families.		
2.4	Increase staff connectedness and engagement to build collective efficacy	Increase the percentage of staff reporting that they feel connected to their school site on the LCAP Climate Survey and increase working environment measure on CA Healthy Kids Survey. Provide staff information about and access to district Wellness Centers located on the MCMS and OPHS campuses. Gather staff input before and after professional development. Build teacher/staff capacity through multiple leadership opportunities at site and district level.	$0.00	No
2.5	Comprehensive mental health support	Provide comprehensive mental health and wellness support services to students, with targeted support for English Learners and Low Income students. To align with the district's unduplicated student count of approximately 17%, supplemental funding for academic counselors, Wellness Center counselors, school psychologists, and behaviorists has been adjusted from 0.2 FTE to 0.17 FTE. The Dean of Students at MCMS and the Assistant Principal at OPHS will continue to be funded at 0.2 FTE to support student well-being, behavior intervention, and access to mental health services.	$720,526.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Student engagement in shared decision making	Increase student engagement in shared decision-making by providing opportunities for student voice at the site and district levels. To strengthen participation, the district will launch a new Superintendent's Student Leadership Committee, creating a formal structure for students to provide input on school climate, programs, and initiatives. Sites will continue to support student forums, leadership groups, and other opportunities for student involvement.	$1,000.00	No
2.7	Continue position of Director of Student Support and School Safety	Continue .25 FTE position of Director of Student Support and Safety to support English Learners, Low Income and Foster Youth students. The director will monitor student data, share it with school sites, and collaborate with site administrators and counselors regarding identified student needs. Data monitoring to include counseling visits, attendance, discipline, and overall school connectedness. Provide school speakers and/or information regarding mental health implications of cell phone and social media use. 2023 CA School Dashboard Lowest Performing Area Focus: The Director of Student Support and School Safety position will provide an additional layer of attendance support for EL students by monitoring attendance data and communicating and providing resources and opportunities to families of EL students to increase student engagement and school connectedness.	$54,770.00	Yes
2.8	Provide a district nurse to support overall student wellness	Continue to provide a district nurse to oversee Oak Park Unified School District physical wellness program.	$125,050.00	No
2.9	Partner with Challenge Success to improve student and staff well-being.	Partner with Challenge Success to support student and staff well-being through research-based practices and resources. As part of this effort, the district will host two webinars—one focused on student well-being and one on the college application process—to provide families with practical strategies and insights. Survey feedback will continue to inform future programming and professional development priorities.	$3,800.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Monitor the number, type, and frequency of counselor and Wellness Center visits	Regularly monitor data related to counselor and Wellness Center visits (consistent between middle school and high school) to identify areas of need, student groups with similar needs, or individual students needing additional supports.	$0.00	No
2.11	Provide a variety of clubs, athletic and enrichment activities for TK-12 students before, during and after school	Provide a variety of clubs, athletic programs, and enrichment activities before, during, and after school to promote student engagement and connectedness across all school sites. This includes academic teams, arts, leadership, and recreational opportunities. Implementation also includes stipends for the National Honor Society and California Scholarship Federation advisors at Oak Park High School, and site discretionary funds for student enrichment activities at Oak View High School (OVHS) and Oak Park Independent School (OPIS).	$14,175.00	No
2.12	Access to the Arts	Continue providing access to arts instruction across all grade spans through existing music, visual arts, and performing arts programs. Implementation includes continued support for current programs and the addition of 0.2 FTE to offer a new drama elective at Medea Creek Middle School (MCMS), expanding opportunities for student expression and engagement in the arts.	$216,486.00	No
2.13	Hire an additional Assistant Principal at OPHS to support counseling department and social-emotional well-being initiatives	Create a new OPHS Assistant Principal position to oversee the OPHS counseling department and provide support with 504 plans, academic guidance counseling (A-G), as well as other social-emotional well-being initiatives.	$73,114.00	No
2.14	Chronic Absenteeism Monitoring	Monitor students in danger of being chronically absent and provide families with resources to support positive school attendance. Participate in County SARB process.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase Dual Enrollment participation (Q SIS) (State Priority 7- Course Access)	Fall '23: 0 students enrolled Spring '24: 0 students enrolled	Fall '24: 0 students enrolled Spring '25: 0 students enrolled		Fall '26: 70 students enrolled Spring '27: 70 students enrolled	Year 1 Difference from Baseline Fall '24: Maintained Spring '25: Maintained
3.2	Increase the number of students recognized outside of academic recognition programs (Seal of Civic Engagement, Seal of Bilteracy, and Green Cord). (Q SIS) (State Priority 8- Pupil Outcomes)	2023-24 Seal of Civic Engagement: 11 English Learner- 0 Low Income- 2 Foster Youth- 0 Students w/Disabilities- 3 2023-24 Seal of Biliteracy: 57 English Learner- 0 Low Income- 7 Foster Youth- 0 Students w/Disabilities- 1	2024-25 Seal of Civic Engagement: 16 English Learner- 0 Low Income- 3 Foster Youth- 0 Students w/Disabilities- 0 2024-25 Seal of Biliteracy: 72 English Learner- 1 Low Income- 8 Foster Youth- 0 Students w/Disabilities- 0		2025-26 Seal of Civic Engagement: All Students- 50 English Learner- 3 Low Income- 7 Foster Youth- 1 Students w/Disabilities- 6 2025-26 Seal of Biliteracy: All Students- 75 English Learner- 4 Low Income- 11 Foster Youth- 1	Year 1 Difference from Baseline 2024-25 Seal of Civic Engagement: Up 5 students English Learner- Maintained Low Income- Up 1 student Foster Youth- Maintained Students w/Disabilities- Down 3 students 2024-25 Seal of Biliteracy: Up 15 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-24 Green Cord: 30 English Learner- 0 Low Income- 3 Foster Youth- 0 Students w/Disabilities- 1	2024-25 Green Cord: 11 English Learner- 0 Low Income- 0 Foster Youth- 0 Students w/Disabilities- 0		Students w/Disabilities- 8 2025-26 Green Cord: All Students- 50 English Learner- 3 Low Income- 7 Foster Youth- 1 Students w/Disabilities- 6	English Learner- Up 1 student Low Income- Up 1 student Foster Youth- Maintained Students w/Disabilities- Down 1 student 2024-25 Green Cord: Down 19 students English Learner- Maintained Low Income- Down 3 students Foster Youth- Maintained Students w/Disabilities- Down 1 student
3.3	Increase the percentage of students meeting A-G requirements at OPHS (Q SIS) (State Priority 4B- Pupil Achievement)	2022-23 Students meeting A-G: 77.4%	2023-24 Students meeting A-G: 82%		2025-26 Students meeting A-G: 82%	Year 1 Difference from Baseline 2023-24 Students meeting A-G: Up 4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Meals served-local child nutrition services data (State Priority 6- School Climate)	Meals served in 2023-24 (as of May 1): 484,554 meals	Meals served in 2024-25 (as of May 1): 490,296 meals		Meals in 2026-27 (as of May 1): 485,000 meals	Year 1 Difference from Baseline Meals served in 2024-25 (as of May 1): Up 5742 meals
3.5	Increased focus/student performance in STEM (State Priority 4A- Pupil Achievement)	2022-23 CAASPP Math All Students- 73.66% At or Above Standard English Learners- 51.79% LTELs * Low Income- 63.07% Foster Youth * Students with Disabilities- 28.76% 2022-23 CAST Science All Students- 72.58% At or Above Standard	2023-24 CAASPP Math All Students- 73.0% At or Above Standard English Learners- 58.62% LTELs * Low Income- 60.45% Foster Youth * Students with Disabilities- 26.83% 2023-24 CAST Science		2025-26 CAASPP Math All Students- 80% At or Above Standard English Learners- 57% LTELs- 62% Low Income- 68% Foster Youth- 80% Students with Disabilities- 50% 2025-26 CAST Science All Students- 80%	Year 1 Difference from Baseline 2023-24 CAASPP Math: All Students- Down 0.66% English Learners- Up 6.83% LTELs * Low Income- Down 2.62% Foster Youth * Students with Disabilities- Down 1.93% 2023-24 CAST Science:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner- 31.58% LTELs * Low Income- 58.5% Foster Youth * Students with Disabilities- 23.53% *No data available for student group due to small sample size.	All Students- 73.16% At or Above Standard English Learner- 21.43% LTELs * Low Income- 59.21% Foster Youth * Students with Disabilities- 37.7% *No data available for student group due to small sample size.		English Learners- 50% LTELs- 55% Low Income- 50% Foster Youth- 80% Students with Disabilities- 50%	All Students- Up 0.58% English Learner- Down 10.15% LTELs * Low Income- Up 0.71% Foster Youth * Students with Disabilities- Up 14.17%
3.6	Number of CTE completers- Q SIS (State Priority 4C- Pupil Achievement)	2022-23 Total CTE completers- 34 English Learners- 0 Hispanic- 3 African American- 2	2023-24 Total CTE completers- 54 English Learners- 0 Hispanic- 7 African American- 1		2025-26 Total CTE completers- 60 English Learners- 5 Hispanic- 10 African American- 5	Year 1 Difference from Baseline Total CTE completers- Up 20 students English Learners- Maintained Hispanic- Up 4 students African American- Down 1 student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Maintain the increased level of daily cleaning and routine and deferred maintenance at 98% or better as evidenced by annual Facility Inspection Tool (FIT) Score/Ranking Source-Annual FIT report (State Priority 6C- School Climate)	2023-24 Overall FIT- 98% Instances where facilities do not meet the "Good Repair" standard: 158	2024-25 Overall FIT- 95.34% Instances where facilities do not meet the "Good Repair" standard: 122		2026-27 Overall FIT- 98% Instances where facilities do not meet the "Good Repair" standard: 100	Year 1 Difference from Baseline Overall FIT- Down 2.66% Instances where facilities do not meet the "Good Repair" standard: Down 36 instances
3.8	Student access to standards-aligned instructional materials. (State Priority 1B- Basic Services)	2022-23 Local Dashboard Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	2023-24 Local Dashboard Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%		2025-26 Local Dashboard Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	Year 1 Difference from Baseline 2023-24 Local Dashboard Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: Maintained
3.9	College and Career Indicator on the CA Dashboard	Fall 2023 CA Dashboard % of Students Prepared:	Fall 2024 CA Dashboard % of Students Prepared:		Fall 2026 CA Dashboard % of Students Prepared:	Year 1 Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 4- Pupil Achievement)	All Students- 69.3% English Learners * Low Income- 60.2% Foster Youth * Students with Disabilities * Asian- 89.7% Black/African American * Hispanic- 62.3% White- 65.3% *No data available for student group due to small sample size.	All Students- 75.3% English Learners * Low Income- 70% Foster Youth * Students with Disabilities * Asian- 93.5% Black/African American * Hispanic- 63.6% White- 72.7% *No data available for student group due to small sample size.		All Students- 75% English Learners * Low Income- 65% Foster Youth * Students with Disabilities * Asian- 95% Black/African American * Hispanic- 65% White- 70% *No data available for student group due to small sample size.	Fall 2024 CA Dashboard % of Students Prepared: All Students- Up 6% English Learners * Low Income- Up 9.8% Foster Youth * Students with Disabilities * Asian- Up 3.8% Black/African American * Hispanic- Up 1.4% White- Up 7.4%
3.10	ELPAC Assessment Data from ETS (State Priority 4E- Pupil Achievement)	2022-23 ELPAC- 47.89% Proficient	2023-24 ELPAC- 37.5% Proficient		2025-26 ELPAC- 53% Proficient	Year 1 Difference from Baseline 2023-24 ELPAC- Down 10.39%

Goal Analysis [2024-25]

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

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

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

Successful Implementation:

- Action 3.2 (State Seals: Civic Engagement, Biliteracy) - Increased student participation in both recognitions. Continued promotion through events and counselor visits contributed to this growth.
- Action 3.3 (Ethnic Studies) - Three pilot courses were developed using reviewed instructional materials. These will be piloted in fall 2025, pending apportionment.
- Action 3.5 (Campus Cleanliness & Safety) - Maintenance and Operations upgraded fencing, added window coverings, remodeled restrooms, installed turf, and implemented hygiene product access. A new team-based summer cleaning strategy was also introduced.
- Action 3.6 (Nature-Based Field Trips) - All 5th-grade students visited Santa Cruz Island, 6th graders attended Pali Institute, and local trail hikes occurred across grade levels.
- Action 3.10 (College/Career PD) - Counselors attended various conferences and were trained on the upcoming California College Guidance Initiative (CCGI) rollout. Site/university visits were conducted to expand program awareness.
- Action 3.11 (CTE Pathways) - A new Advanced Placement (AP) Cyber: Networking pilot course was secured, new Career Technical Education (CTE) classes were added at Oak View High School, and teachers engaged in sector-specific training.
- Action 3.12 (TK-12 STEM program enhancement) - MagicSchool AI was implemented through district PD. Students participated successfully in the county Skoolcade competition. The TechLITE team continued supporting staff with both pedagogy and technical systems.
- Action 3.14 (Instructional Materials) - Successfully piloted and adopted materials in multiple content areas. Pilots for English Language Arts (ELA) and secondary Math are scheduled for the coming year.

Implementation Challenges:

- Action 3.1 (Dual Enrollment, Honors/AP Expansion) - Honors and AP course offerings increased, but dual enrollment remained flat. Asynchronous course design and off-schedule timing limited student participation. A new partnership with CSU Channel Islands aims to address this by offering a dual enrollment course during the school day in 2025–26.
- Action 3.7 (Waste Audit) - While Oak View High School completed its audit, visits to local waste facilities were canceled due to logistical barriers. Plans are in place for student-led audits at other sites next year.
- Action 3.8 (Green Cord) - Due to course availability issues, participation declined. The district is reviewing criteria and communication strategies to support future participation.
- Action 3.15 (Education Technology Skills) - While a typing program and digital citizenship curriculum were implemented, guest speaker events were limited by scheduling constraints.

Modified Implementation:

- Action 3.4 (Child Nutrition Program Integration) - Mid-year staffing changes delayed the relaunch of the garden program. However, the middle school maintained production, and seasonal items were highlighted in menus districtwide.
- Action 3.9 (Green Schools Network) - Membership and virtual participation continued, but no in-person conference attendance occurred.
- Action 3.13 (CTE TOSA) - The position remained unfilled, but support was provided through existing staff for curriculum planning, pathway monitoring, and PD.
- Action 3.16 (Digital Divide) - Devices were not purchased, as existing resources were sufficient for EL students. Funds were used for headphones to support testing.

Non-implemented Actions:
- All Goal 3 actions were implemented during the 2024–25 school year.

Overall, Goal 3 actions demonstrated strong alignment with the district's efforts to promote global citizenship, environmental awareness, and college and career readiness. Some implementation timelines and strategies were adjusted to address logistical and staffing challenges.

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

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

Expenditure Differences:
- Action 3.7 (Waste Audit) - Budgeted: $8,790; Actual $763. The difference is due to logistical barriers that led to the cancellation of planned visits to local waste facilities. Additionally, Year 1 implementation of the waste audit was limited to Oak View High School, with broader implementation planned for future years.
- Action 3.9 (Green Schools Network) - Budgeted: $13,000; Actual $5,000. The difference is due to the district not attending the national Green Schools conference this year.
- Action 3.10 (College/Career PD) - Budgeted: $10,000; Actual $2,151. The difference is due to counselors participating in professional development sessions virtually rather than traveling for in-person events.
- Action 3.15 (Education technology skills) - Budgeted: $10,000; Actual $6,279. The difference is due to scheduling constraints that limited guest speaker events related to appropriate social media use and digital footprint. Additionally, one guest speaker volunteered their time, reducing anticipated costs.
- Action 3.16 (Digital Divide) - Budgeted: $20,000; Actual $2,252. The difference is due to a reduced need for additional iPads and hotspots to support English Learners' translation and English acquisition needs. The district had sufficient existing devices to ensure all students had access to grade-level instruction.

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

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

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

Strong Effectiveness:

- Action 3.2 (State Seals: Civic Engagement, Biliteracy) was highly effective. Participation in the Seal of Biliteracy increased from 57 to 72 students, and the Seal of Civic Engagement rose from 11 to 16 students. These recognitions align with the district's goal to promote civic awareness and multilingualism (Metric 3.2).
- Action 3.3 (Ethnic Studies) resulted in the successful development of three pilot courses using committee-reviewed materials. These will be piloted in Fall 2025 and reflect strong alignment with state mandates and district priorities.
- Action 3.5 (Campus Cleanliness & Safety) demonstrated effectiveness in improving safety and facilities. Maintenance and Operations upgraded fencing and window coverings, remodeled restrooms, and implemented team-based summer cleaning. Metric 3.7 (FIT score) showed a decrease in "not good repair" instances from 158 to 122.
- Action 3.10 (College/Career PD) and Action 3.11 (CTE Pathways) supported progress in postsecondary readiness. Metric 3.3 (A–G completion) increased from 77.4% to 82%, and CTE pathway completers increased from 34 to 54 students (Metric 3.6).
- Action 3.12 (STEM program enhancement) contributed to a 6.83% increase in math proficiency for English Learners on CAASPP (Metric 3.5). Students also participated in STEM enrichment such as Skoolcade, and staff were supported through the TechLITE program.
- Action 3.14 (Instructional Materials) was successfully implemented, with adoptions completed and pilots scheduled for ELA and secondary math.
- Action 3.4 (Child Nutrition Integration) maintained garden program elements and resulted in an increase in meals served (from 484,554 to 490,296), supporting student health and wellness (Metric 3.4).

Emerging Effectiveness:

- Actions 3.15 (Education Technology Skills) and 3.16 (Digital Divide) demonstrated emerging effectiveness. While both actions were partially implemented, they contributed to improved student access to digital tools and foundational technology skills. This is reflected in Metric 3.5 (CAASPP Math performance), where English Learners demonstrated a 6.83% increase in the percentage meeting or exceeding standards. This improvement suggests that increased access to digital resources and technology integration supported student performance, particularly in assessment environments. Continued refinement of these actions is needed to fully realize their intended impact.

Did Not Achieve Desired Outcome(s):

- Action 3.1 (Dual Enrollment) did not meet expectations. No students were enrolled in dual enrollment courses during the 2024–25 school year (Metric 3.1), matching the prior year. Structural issues, such as course timing and delivery model, limited access. A new California State University Channel Islands (CSUCI) partnership will launch an in-day course in 2025–26.
- Action 3.8 (Green Cord) experienced a decline in student recognition from 30 to 11 students, with no participation from unduplicated student groups (Metric 3.2). This indicates a need for revised criteria and outreach strategies.
- Action 3.7 (Waste Audit) and Action 3.9 (Green Schools Network) had limited impact due to logistical barriers. Although virtual participation continued, in-person waste facility visits and conference attendance did not occur, limiting student engagement in environmental literacy initiatives.

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

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

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

Metrics Modified:
- No Goal 3 metrics were modified.
- No Goal 3 metrics added.
- No Goal 3 metrics were moved to another goal.

Actions Modified: (Modifications of the following actions will be reflected in the Action Description):
- Modified Action 3.5 (Campus Cleanliness & Safety) to include a capital and facility needs assessment of district restrooms to prioritize repair, improvement and renovation needs.
- Modified Action 3.12 (TK-12 STEM program enhancement) to focus on STEM-related activities only (Innovation Lab specialists and materials, and Skoolcade stipends), and moved educational technology activities (MagicSchool AI, TechLITE stipends, and EdTech/Technology plan) to Action 3.15 (Education technology skills).
- Modified Action 3.13 (CTE TOSA) to CTE Program Support and acknowledge the redistribution of curriculum planning, pathway monitoring, and PD to current staff.
- Modified Action 3.15 (Education technology skills) to include purchasing Cybernut phishing awareness software for students.
- Added Action 3.17 (Career Exploration) in response to educational partner feedback highlighting the importance of career awareness and exploration in middle and high school. Planned activities for next school year include career guidance lessons, the use of exploration tools such as Naviance and the California College Guidance Initiative (CCGI), and a career exposition/fair for students.
- No Goal 3 actions were removed.

Expected Outcomes:
The expected outcomes for Metric 3.9 (College and Career Indicator on the CA Dashboard) were adjusted to differentiate them from the

baseline data, providing OPUSD with clear targets for improvement.
No Goal 3 expected outcomes were added.
No Goal 3 expected outcomes were removed.

These modifications align with our effectiveness analysis and implementation experiences from the 2024-25 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Expand dual enrollment, honors and AP opportunities	Provide a CTE Coordinator to assist site administrators with the development of a Dual Enrollment program and identify additional opportunities such as AP/Honors courses to ensure students are college/career ready. Add a dual enrollment multivariable Calculus for seniors needing a 5th year of math. Research the possibility of opening certain Honors and AP courses to 9th and 10th grade students.	$6,000.00	No
3.2	State Seals (Civic Engagement, Biliteracy)	Increase the number of students earning the State Seal of Civic Engagement and the State Seal of Biliteracy with a focus on English Learners, Low Income, Foster Youth and Students with Disabilities through increased publicity for the programs at Future Freshman Night, DELAC meetings, Back to School Night and counselor visits.	$0.00	No
3.3	Ethnic Studies	Develop an Ethnic Studies course with a wide representation of educational partner input to meet the new Ethnic Studies graduation requirement. Identify ways to integrate Ethnic Studies into other courses including social studies and continue to celebrate diversity and students' unique cultures throughout the year.	$7,397.00	No
3.4	Child Nutrition program Integration	Provide school garden program with a connection to the farm-to-school grant and child nutrition program	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	with Instructional Program.			
3.5	Continue to work on campus cleanliness and overall physical safety issues such as surveillance, preparation for earthquakes, fire, evacuation, etc.	Continue efforts to improve campus cleanliness and physical safety through upgrades and regular maintenance, including fencing, window coverings, restroom remodeling, turf installation, and access to hygiene products. In addition, the district will conduct a capital and facility needs assessment of restrooms to prioritize future repair, improvement, and renovation needs.	$2,294,902.00	No
3.6	Nature-based Field Trips	Provide field trips and experiences related to the environment and sustainability.	$35,372.00	No
3.7	Waste Audit	Conduct a waste audit and schedule an Athens field trip, research and implement EcoRise curriculum (free), and refine recycling program.	$8,181.00	No
3.8	Green Cord	Refine Green Cord requirements and increase participation	$0.00	No
3.9	Green Schools National Network	Continue membership in the Green Schools National Network, participate in monthly support meetings with GSNN personnel and attend Green School National Network conference.	$5,000.00	No
3.10	Professional Development in College and Career Readiness and Civic Engagement	Provide professional development to staff in college and career readiness and civic engagement.	$8,530.00	No
3.11	CTE Pathways	Continue to develop and refine CTE pathways with a focus on providing support and training for new computer science pathway teacher and other new CTE teachers at OPHS and Oak View.	$661,449.00	No

Action #	Title	Description	Total Funds	Contributing
3.12	TK-12 STEM Program Enhancement	Support STEM learning across grade spans by funding Innovation Lab specialists, STEM materials, and enrichment opportunities. Implementation includes continued support for Skoolcade participation through coach stipends and a focus on hands-on, inquiry-based STEM instruction. Educational technology initiatives have been moved to Action 3.15 to maintain a dedicated focus on STEM-specific activities.	$191,493.00	No
3.13	Career Technical Education (CTE) Program Support	Provide support for Career Technical Education (CTE) programs through curriculum planning, pathway monitoring, and professional development. In lieu of a dedicated CTE TOSA, these responsibilities have been redistributed to current staff to ensure continued alignment with CTE program goals and to maintain compliance with state requirements.	$73,114.00	No
3.14	Standards Aligned Instructional Materials	Use state approved toolkits to pilot new instructional materials to ensure students have access to current, stands-aligned curriculum, including but not limited to elementary English Language Arts, Biology, Chemistry, and elementary Social Studies.	$315,000.00	No
3.15	Educational Technology Skills	Strengthen student and staff proficiency in educational technology through targeted tools and training. Implementation includes continued support for the district's educational technology plan, use of MagicSchool AI for instructional support, stipends for Tech LITE teacher leaders, and integration of Typing Agent to build foundational keyboarding skills. The district will also purchase Cybernut phishing awareness software to promote digital safety and literacy among students.	$62,116.00	No
3.16	Closing the digital divide	Provide access to hotspots to any students indicating that they don't have internet access. Provide English Learners with an iPad for use with translation/language acquisition apps and add additional digital citizenship and educational technology skills training in ELD classes to help mitigate the digital divide.	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.17	Career exploration for middle and high school students	Expand career awareness and exploration opportunities for middle and high school students in response to educational partner feedback. Planned activities include career guidance lessons integrated into the school year, the use of exploration tools such as Naviance and the California College Guidance Initiative (CCGI), and a districtwide career exposition/fair to connect students with a range of postsecondary and career pathways. Identify strategies to expand high school student involvement in supporting elementary and middle school campuses.	$8,591.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,620,125	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.233%	0.000%	$0.00	3.233%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Limited Actions

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

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

Of the total Local Control Funding Formula (LCFF) funding, Oak Park Unified School District received $1,620,125 to be used to support the district's 16.50% unduplicated students. These funds are calculated based on the number of English Learners, Low Income, and Foster Youth students in the district. The total amount was determined by the latest version of the FCMAT calculator. The services provided to support English Learners, Low Income and Foster Youth students included in this LCAP meet or exceed the 3.505% Planned Percentage to Increase or Improve Services for the Coming School Year. OPUSD will offer a variety of programs and services that are increased or improved for English Learners, Low Income and Foster Youth students for the 2025-26 LCAP. These actions are detailed below.

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

- Limited in Scope to Unduplicated Pupils: All described actions (e.g., 1.1 MTSS, 1.2 Tutoring, 1.3 Homework Support, 1.4 Categorical Programs, etc.) are explicitly marked as serving only English Learners (EL), Low Income (LI), and/or Foster Youth (FY). This qualifies them for inclusion in the improved services percentage.
- Designed to Provide Increased or Improved Services: Each action addresses a documented performance gap (e.g., lower CAASPP scores, higher D/F rates, reduced reclassification) and includes targeted interventions or supports (e.g., Tier 2/3 interventions, instructional assistants, individualized EL plans) that go beyond services provided to all students.
- Monitored Using Student Group–Specific Metrics: Actions are tied to specific metrics disaggregated for unduplicated student groups—such as CAASPP ELA/Math (Metric 1.4), D/F rates (Metric 1.6), EL Progress Indicator (Metric 1.2), Reclassification Rate (Metric 1.8), and ELPAC proficiency (Metric 1.7)—to verify impact and justify proportional contribution.
- Justified Through Programmatic Evidence: The district uses programmatic evidence such as service intensity (e.g., number of students receiving Tier 2/3 support in MTSS), program design (e.g., embedded support days, restructuring of Homework Club), and implementation status (e.g., unfilled positions, revised roles) to estimate each action’s contribution toward the percentage of improved services.

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

Additional Concentration Grant Funding

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

N/A

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$50,110,828	1,620,125	3.233%	0.000%	3.233%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,369,422.00	$747,674.00	$7,330.00	$0.00	$6,124,426.00	$5,559,789.00	$564,637.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Multi-Tiered Systems of Support (MTSS)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Brookside, Oak Hills, Red Oak, OPIS TK-5	ongoing	$606,471.00	$16,629.00	$623,100.00				$623,100.00	
1	1.2	Tutoring for 6-12 students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Medea Creek, Oak Park High School 6-12	ongoing	$21,087.00	$0.00	$21,087.00				$21,087.00	
1	1.3	Homework Support 6-12	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Medea Creek, Oak Park High School, Oak View 6-12	ongoing	$32,376.00	$0.00	$32,376.00				$32,376.00	
1	1.4	Categorical Programs Support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	$57,821.00	$0.00	$57,821.00				$57,821.00	
1	1.5	English Language Development (ELD) Monitoring and Instructional Planning Software	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	ongoing	$0.00	$15,250.00	$15,250.00				$15,250.00	

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
					Group(s)											
1	1.6	English Language Development (ELD) Instructional Assistants (IAs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$117,066.00	$0.00	$117,066.00				$117,066.00	
1	1.7	Long Term English Learner (LTELs) Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$18,070.00	$0.00	$18,070.00				$18,070.00	
1	1.8	Professional Development to Support Students with Disabilities	Students with Disabilities	No				ongoing	$88,000.00	$0.00	$88,000.00				$88,000.00	
1	1.9	GATE and Advanced Placement (AP) Course Access	All Hispanic, Students with Disabilities, English Learners, Low Income students	No			All Schools	ongoing	$14,660.00	$4,506.00	$7,330.00	$4,506.00	$7,330.00		$19,166.00	
1	1.10	TK-12 Mathematics Program Enhancement	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	$45,677.00	$48,813.00	$94,490.00				$94,490.00	
1	1.11	Meaningful and high leverage professional learning opportunities for TK-12 staff	All Students with Disabilities	No			All Schools	ongoing	$0.00	$8,000.00		$8,000.00			$8,000.00	
1	1.12	Update elementary report cards	All	No				ongoing	$1,833.00	$8,856.00		$10,689.00			$10,689.00	
1	1.13	Phonemic Awareness Professional Development	All	No			Specific Schools: Brookside, Oak Hills, Red Oak, Oak Park Independent School	ongoing	$6,102.00	$3,000.00		$9,102.00			$9,102.00	

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
							TK-2									
1	1.14	TK Program Refinement	All	No			Specific Schools: Brookside, Oak Hills, Red Oak, OPIS TK	ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.15	Summer remediation programs	All	No			K-12	ongoing	$100,193.00	$14,950.00		$115,143.00			$115,143.00	
2	2.1	Positive Behavior Interventions and Support (PBIS) programs for all school sites	All	No			All Schools	ongoing	$0.00	$5,500.00		$5,500.00			$5,500.00	
2	2.2	Reduce Chronic Absenteeism	Students with Disabilities White, Hispanic, Students with Disabilities	No			Specific Schools: Red Oak, Medea Creek TK-12	ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Engage Educational Partners	All	No			All Schools	ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	
2	2.4	Increase staff connectedness and engagement to build collective efficacy	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.5	Comprehensive mental health support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	$720,526.00	$0.00	$720,526.00				$720,526.00	
2	2.6	Student engagement in shared decision making	All	No			Specific Schools: Medea Creek, OPIS, Oak View, OPHS 6-12	ongoing	$0.00	$1,000.00		$1,000.00			$1,000.00	
2	2.7	Continue position of Director of Student Support and School Safety	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student	English Learners Foster Youth Low Income	All Schools	ongoing	$54,770.00	$0.00	$54,770.00				$54,770.00	

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
					Group(s)											
2	**2.8**	Provide a district nurse to support overall student wellness	All	No			All Schools	ongoing	$125,050.00	$0.00	$125,050.00				$125,050.00	
2	**2.9**	Partner with Challenge Success to improve student and staff well-being.	All	No			Specific Schools: Medea Creek Middle School, Oak Park High School, Oak View High School, Oak Park Independent School 6-12	ongoing	$0.00	$3,800.00		$3,800.00			$3,800.00	
2	**2.10**	Monitor the number, type, and frequency of counselor and Wellness Center visits	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
2	**2.11**	Provide a variety of clubs, athletic and enrichment activities for TK-12 students before, during and after school	All Students with Disabilities	No			All Schools	ongoing	$5,110.00	$9,065.00	$14,175.00				$14,175.00	
2	**2.12**	Access to the Arts	All	No			All Schools	ongoing	$216,486.00	$0.00		$216,486.00			$216,486.00	
2	**2.13**	Hire an additional Assistant Principal at OPHS to support counseling department and social-emotional well-being initiatives	All	No			Specific Schools: Oak Park High School 9-12	ongoing	$73,114.00	$0.00	$73,114.00				$73,114.00	
2	**2.14**	Chronic Absenteeism Monitoring	White students, English Learners	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.1**	Expand dual enrollment, honors and AP opportunities	All	No			Specific Schools: Oak Park High School 9-12	ongoing	$0.00	$6,000.00		$6,000.00			$6,000.00	

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
3	3.2	State Seals (Civic Engagement, Biliteracy)	All English Learners, Low Income, Foster Youth, Students with Disabilities	No			Specific Schools: Oak Park High School, Oak View High School, OPIS 9-12	ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Ethnic Studies	All	No			All Schools	ongoing	$6,597.00	$800.00		$7,397.00			$7,397.00	
3	3.4	Child Nutrition program Integration with Instructional Program.	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.5	Continue to work on campus cleanliness and overall physical safety issues such as surveillance, preparation for earthquakes, fire, evacuation, etc.	All	No			All Schools	ongoing	$2,294,902.00	$0.00	$2,294,902.00				$2,294,902.00	
3	3.6	Nature-based Field Trips	All	No			All Schools	ongoing	$0.00	$35,372.00	$35,372.00				$35,372.00	
3	3.7	Waste Audit	All	No			All Schools	ongoing	$3,666.00	$4,515.00	$8,181.00				$8,181.00	
3	3.8	Green Cord	All	No			Specific Schools: Oak Park High School, Oak View High School, Oak Park Independent School 9-12	ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.9	Green Schools National Network	All	No			All Schools	ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.10	Professional Development in College and Career Readiness and Civic Engagement	All	No			Specific Schools: Oak View High School, Oak Park High School, Oak Park	ongoing	$0.00	$8,530.00	$8,530.00				$8,530.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Independent School 9-12									
3	**3.11**	CTE Pathways	All Focus on recruiting English Learners, Students with Disabilities,Low Income and Foster Youth	No			Specific Schools: Oak Park High School, Oak View High School 9-12	ongoing	$661,449.00	$0.00	$661,449.00				$661,449.00	
3	**3.12**	TK-12 STEM Program Enhancement	All	No			All Schools	ongoing	$189,993.00	$1,500.00	$191,493.00				$191,493.00	
3	**3.13**	Career Technical Education (CTE) Program Support	All Students with Disabilities Focus on English Learner, Low Income, Foster Youth and Students with Disabilities	No			Specific Schools: Oak View High School, Oak Park High School 9-12	ongoing	$73,114.00	$0.00	$73,114.00				$73,114.00	
3	**3.14**	Standards Aligned Instructional Materials	All	No			All Schools	ongoing	$0.00	$315,000.00		$315,000.00			$315,000.00	
3	**3.15**	Educational Technology Skills	All	No			All Schools	ongoing	$25,656.00	$36,460.00	$25,656.00	$36,460.00			$62,116.00	
3	**3.16**	Closing the digital divide	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	**3.17**	Career exploration for middle and high school students	All	No			Specific Schools: Medea Creek Middle School, Oak Park High School, Oak View High School, Oak Park Independ	ongoing	$0.00	$8,591.00		$8,591.00			$8,591.00	

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
							ent School 6-12									

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$50,110,828	1,620,125	3.233%	0.000%	3.233%	$1,756,556.00	0.000%	3.505 %	**Total:**	$1,756,556.00
								LEA-wide Total:	$0.00
								Limited Total:	$1,756,556.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Multi-Tiered Systems of Support (MTSS)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Brookside, Oak Hills, Red Oak, OPIS TK-5	$623,100.00	
1	**1.2**	Tutoring for 6-12 students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Medea Creek, Oak Park High School 6-12	$21,087.00	
1	**1.3**	Homework Support 6-12	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Medea Creek, Oak Park High School, Oak View 6-12	$32,376.00	
1	**1.4**	Categorical Programs Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$57,821.00	
1	**1.5**	English Language Development (ELD) Monitoring and Instructional Planning Software	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$15,250.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	English Language Development (ELD) Instructional Assistants (IAs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$117,066.00	
1	1.7	Long Term English Learner (LTELs) Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$18,070.00	
1	1.10	TK-12 Mathematics Program Enhancement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$94,490.00	
2	2.5	Comprehensive mental health support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$720,526.00	
2	2.7	Continue position of Director of Student Support and School Safety	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$54,770.00	
3	3.16	Closing the digital divide	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$2,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,522,723.00	$6,017,683.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Multi-Tiered Systems of Support (MTSS)	Yes	$536,022.00	$532,724
1	**1.2**	Tutoring for 6-12 students	Yes	$48,852.00	$28,926
1	**1.3**	Homework Support 6-12	Yes	$48,854.00	$42,291
1	**1.4**	Categorical Programs Support	Yes	$58,991.00	$57,161
1	**1.5**	English Language Development Monitoring and Instructional Planning Software	Yes	$13,000.00	$13,000
1	**1.6**	English Language Development Instructional Assistants	Yes	$111,031.00	$106,416
1	**1.7**	Long Term English Learner (LTELs) Support	Yes	$13,607.00	$16,492
1	**1.8**	Professional Development to Support Students with Disabilities	No	$158,137.00	$153,988
1	**1.9**	GATE and Advanced Placement (AP) Course Access	No	$18,156.00	$18,383
1	**1.10**	TK-12 Mathematics Program Enhancement	Yes	$98,459.00	$75,882

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Meaningful and high leverage professional learning opportunities for TK-12 staff	No	$48,852.00	$9,755
1	1.12	Update elementary report cards	No	$20,000.00	$6,116
1	1.13	Phonemic Awareness Professional Development	No	$10,000.00	$9,340
1	1.14	TK Program Refinement	No	$5,000.00	$4,821
2	2.1	Positive Behavior Interventions and Support (PBIS) programs for all school sites	No	$41,000.00	$23,696
2	2.2	Reduce Chronic Absenteeism	No		
2	2.3	Engage Educational Partners	No	$1,500.00	$123
2	2.4	Increase staff connectedness and engagement to build collective efficacy	No		
2	2.5	Comprehensive mental health support	Yes	$745,440.00	$755,624
2	2.6	Student engagement in shared decision making	No		
2	2.7	Continue position of Director of Student Support and School Safety	Yes	$52,646.00	$52,620
2	2.8	Provide a district nurse to support overall student wellness	No	$121,108.00	$121,038

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	Partner with Challenge Success to improve student and staff well-being.	No	$5,000.00	$4,200
2	2.10	Monitor the number, type, and frequency of counselor and Wellness Center visits	No		
2	2.11	Provide a variety of clubs, athletic and enrichment activities for TK-12 students before, during and after school	No	$25,500.00	$9,661
2	2.12	Access to the Arts	No	$511,812.00	$395,282
2	2.13	Hire an additional Assistant Principal at OPHS to support counseling department and social-emotional well-being initiatives	No	$176,116.00	$76,546
2	2.14	Chronic Absenteeism Monitoring	No		
3	3.1	Expand dual enrollment, honors and AP opportunities	No		
3	3.2	State Seals (Civic Engagement, Biliteracy)	No		
3	3.3	Ethnic Studies	No	$10,000.00	$9,322
3	3.4	Child Nutrition program Integration with Instructional Program.	No		
3	3.5	Continue to work on campus cleanliness and overall physical safety issues such as surveillance, preparation for earthquakes, fire, evacuation, etc.	No	$2,279,831.00	$2,225,602
3	3.6	Nature-based Field Trips	No	$31,465.00	$31,372

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	3.7	Waste Audit	No	$8,790.00	$763
3	3.8	Green Cord	No		
3	3.9	Green Schools National Network	No	$13,000.00	$5,000
3	3.10	Professional Development in College and Career Readiness and Civic Engagement	No	$10,000.00	$2,151
3	3.11	CTE Pathways	No	$645,359.00	$628,258
3	3.12	TK-12 STEM Program Enhancement	No	$238,598.00	$232,479
3	3.13	Career Technical Education (CTE) TOSA	No	$72,597.00	$66,294
3	3.14	Standards Aligned Instructional Materials	No	$314,000.00	$293,827
3	3.15	Educational Technology Skills	No	$10,000.00	$6,279
3	3.16	Closing the digital divide	Yes	$20,000.00	$2,251

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,640,211	$1,746,902.00	$1,683,387.00	$63,515.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Multi-Tiered Systems of Support (MTSS)	Yes	$536,022.00	$532,724		
1	1.2	Tutoring for 6-12 students	Yes	$48,852.00	$28,926		
1	1.3	Homework Support 6-12	Yes	$48,854.00	$42,291		
1	1.4	Categorical Programs Support	Yes	$58,991.00	$57,161		
1	1.5	English Language Development Monitoring and Instructional Planning Software	Yes	$13,000.00	$13,000		
1	1.6	English Language Development Instructional Assistants	Yes	$111,031.00	$106,416		
1	1.7	Long Term English Learner (LTELs) Support	Yes	$13,607.00	$16,492		
1	1.10	TK-12 Mathematics Program Enhancement	Yes	$98,459.00	$75,882		
2	2.5	Comprehensive mental health support	Yes	$745,440.00	$755,624		
2	2.7	Continue position of Director of Student Support and School Safety	Yes	$52,646.00	$52,620		
3	3.16	Closing the digital divide	Yes	$20,000.00	$2,251		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$48,995,987	$1,640,211	0%	3.348%	$1,683,387.00	0.000%	3.436%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(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 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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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